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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide for grade 7 deals with risk and choosing the safest action. (Based on the introduction to highway safety rules and laws that students have mastered in grades K through 3, the program for grades 4 through 8 emphasizes decision making, using good judgment, taking the safest actions, and the importance of obeying rules and laws.) Introductory information provided for the teacher includes instructions in using this program and an explanation of student evaluation methods. In the basic traffic safety lesson, risk is defined and related to various traffic safety concepts. In the other three lessons, risk is examined in relationship to bicyclists, pedestrians, and motor vehicle passengers. Risk situations are identified, and the student learns how to explain the dangers involved, to predict possible outcomes, and to determine safety techniques to avoid accidents. Each lesson contains a complete plan, incorporating objectives, key points, a list of needed materials, suggested activities, student assessment procedures, and additional resource materials. Information sheets within the lessons list Mesa city ordinances, risk situations, traffic signs and symbols, state laws, and safety rules. (EIG)

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ARIZONA
TRAFFIC SAFETY EDUCATION

ED159467

CE 018 053

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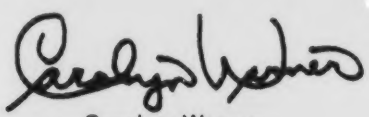
FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

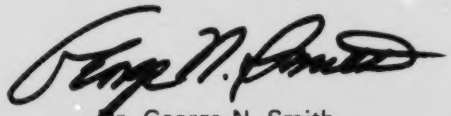
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

TO THE TEACHER:

The lessons contained in this curriculum do not deal specifically with learning rules and laws related to pedestrian, bicycle, and passenger safety. These lessons were developed on the premise that most students by the fourth grade have already gained this basic knowledge. This will be especially true as students are exposed to the K-3 lessons.

In the preliminary implementation of the 4-8 lessons, therefore, you may find it necessary to provide information on rules and laws before beginning the program.

In essence, the K-3 highway safety lessons teach WHAT a person should do in traffic situations. The 4-8 lessons teach the more complex HOW and WHY of highway safety. The HOW deals with making proper decisions, using good judgment, and taking the safest actions. The WHY deals with understanding the need for rules and laws and the importance of obeying them. Throughout the 4-8 lessons the understanding and responsibility of the individual highway user is emphasized.

Good luck, and our sincere appreciation to you for your genuine interest in the safety of your students.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	◯											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

TRAFFIC SAFETY CONCEPTS – SEVENTH GRADE

"TRAFFIC SAFETY CONCEPTS AND RISK"

OBJECTIVE ONE

Given the word *risk* and the traffic safety concepts, the student will:

a. *define* the term risk in relation to highway safety;

b. *describe* how risk relates to each of the traffic safety concepts.

NOTE: If additional information on the traffic safety concepts is required, consult the information sheets included with this lesson.

KEY POINTS

1. *Risk is the chance you take of getting hurt in traffic.* If you put yourself in dangerous places and situations, you take more chances of getting hurt.

2. The street is a *hostile environment* for the pedestrian, bicyclist, and passenger because it is made for heavy, high-speed vehicles, *not* for people.

3. The pedestrian, bicyclist, and passenger should use the decision-making process (I.P.D.A.) to select the *safest* action with the *least risk.* If *you identify* clues, *predict* the action of others, and *decide* how much risk, you can *act* more safely.

4. If *all* choices have too much risk, you can *decide* to wait and not take *any* action at all.

5. *Communication* (eye-to-eye contact or traffic signs, signals, and symbols) reduces risk by telling others what you are going to do. The information given and received helps the pedestrian, bicyclist, or passenger to select the *safest* thing to do.

6. Highway users are *predictable* when they communicate to others what they are going to do and follow the rules and regulations.

MATERIALS NEEDED

Make transparency A. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the worksheet, "Using Traffic Safety Concepts Lowers Risk." (Activity 3)

Butcher paper and colored pencils, markers, or crayons. (Activity 4)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Present the following to define risk and to identify how it relates to the traffic safety concepts.

   a. *Hostile Environment and Risk.* Explain to students that the street is an *unfriendly place.* It is a hostile *environment* because it was made for heavy, high-speed vehicles (trucks, buses, cars, etc.), *not* for people.

      On the chalkboard, write "RISK=CHANCE." Explain that *risk* is the chance you take of getting hurt in the hostile street environment. Some places and situations are more dangerous and have higher risk than others. Ask students to suggest traffic situations and street locations that involve taking more chances with one's safety. (For ideas refer to the Information Sheet, "High Risk Situations and Locations," included with this lesson.)

   b. *Decision-Making Process and Risk.* Explain that the student should use the decision-making process to select the *safest* thing to do. (Note: If students are unfamiliar with the decision-making process, refer to the information sheet provided with this lesson for detailed descriptions of the steps, IDENTIFY, PREDICT, DECIDE, and ACT.) After you *identify* the important clues and *predict* what might happen, you have to *decide* on the best or safest *action* with the least risk. If *all* of the choices are too *risky*, you can decide not to do anything until the risk is less.

   c. *Communication and Predictability and Risk.* Explain that *communication* among highway users and acting *predictably* help us to lower risk. Show transparency A. Discuss how the car driver and pedestrian use communication and act predictably. (See back of the transparency master for ideas.)

   REMEMBER: The street is a "Hostile Environment," made for heavy, high-speed vehicles. Even though you do the right things, there is always a RISK. Somebody else may not do the right thing and you can still be hurt or killed.

2. Begin as in Activity 1. Add a *walking tour* to a nearby intersection.

   Take a walking tour to a busy intersection. Instruct students to stay with the group and walk in an orderly manner. While at the intersection students should stay well back from the curb and observe highway users, Looking carefully for the risk elements. If students need on-the-spot guidance, stop at points along the tour, identify particular highway users and discuss the risks involved at that particular spot.

Upon returning to the classroom have students list the kinds of highway users observed and the risks involved. Put the list on the chalkboard and discuss how the basic traffic safety concepts (decision-making process (I.P.D.A.), "Communication, Predictability, and Hostile Environment") were used or could have been used to lower risk.

Remind the students that the street is an unfriendly place. Even though you select the safest thing to do, there is always some risk.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. Have students complete the language arts worksheet, "Using Traffic Safety Concepts Lowers Risk." Use your own judgement in evaluating student responses.

4. Using mural size butcher paper and colored pencils, markers, or crayons have students plan and design street scenes showing high and low risk situations and locations.

SUMMARY

Risk is the *chance* you take of getting hurt in traffic. Some places and situations are more dangerous than others. If you put yourself in dangerous places and situations, you take more chances of getting hurt. The street is a *hostile environment* because it is made for heavy, high-speed vehicles, *not* for people. There is always some risk of being hurt. Highway users should use the decision-making process (I.P.D.A.) to select the *safest* thing to do with the least risk. Highway users lower *risk* by *identifying* clues, *predicting* what others might do, *deciding* on the best action, *acting* promptly, *communicating* with others, and acting *predictably*.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute a copy of the assessment item to the students. Have them define the term risk in relation to highway safety. Then have the students describe how risk relates to each traffic safety concept. An assessment key is provided. To achieve the objective the students should define the term risk and describe three of the four traffic safety concepts. Score, record, and give help where needed.

USING TRAFFIC SAFETY CONCEPTS LOWERS RISK

Directions: Each set of words below names a basic traffic safety concept. Make a list of other traffic-related words with the letters of each word. The first one is done for you.

1. H – HOSTILE
   O – OBSERVE
   S – STREET
   T – TRAFFIC
   I – IDENTIFY
   L – LIGHT
   E – EMERGENCY

   ENVIRONMENT

2. DECISION-MAKING PROCESS

3. IDENTIFY PREDICT DECIDE ACT

4. COMMUNICATE

5. BE PREPARED

6. LOWER RISK

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy, high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others with unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

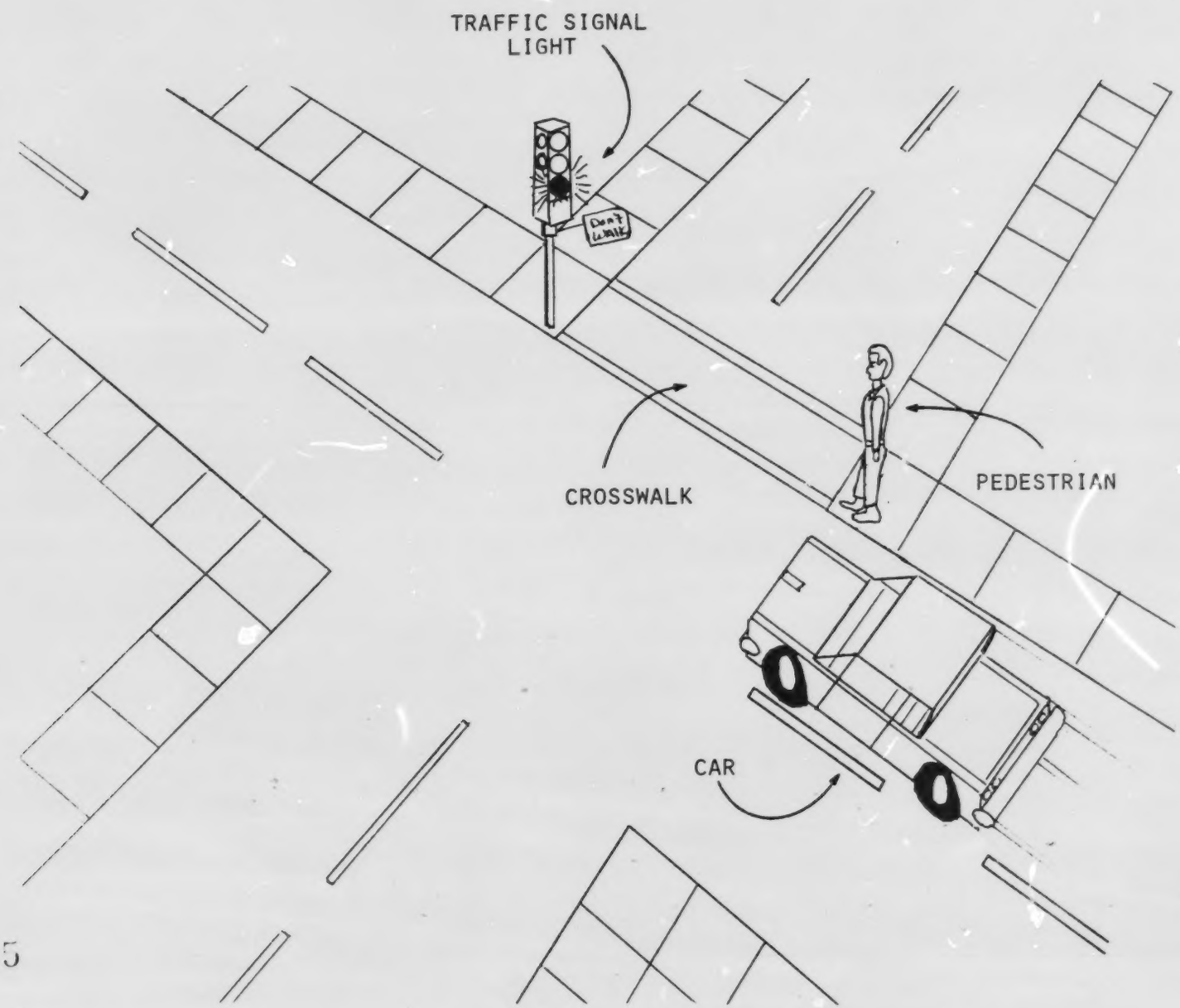
Changing lanes or turning without giving an arm signal.

Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.



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SC-VII

HOW *COMMUNICATION* AND ACTING *PREDICTABLY* LOWER THE RISK FOR THE CAR DRIVER AND PEDESTRIAN.

Information is given and received by both the driver and the pedestrian.

Identify: (What are the important clues.)

The traffic signal light is green for both, however, the pedestrian has a DON'T WALK signal. The pedestrian crosswalk is marked. The car is not signalling a turn. There is no traffic on these streets other than the one car.

Predict: (What *should* happen?)

The green traffic signal tells the driver he may proceed through the intersection. The *DON'T WALK* signal tells the pedestrian there is not enough time to *safely* cross the street before the traffic light changes.

(What *might* happen?)

Remember: Rules and laws don't make people do things. They just give a common set of understanding to all highway users. To lower risk, prepare for what *might* happen as well as what *should* happen. The car might turn either right or left. The pedestrian might decide to hurry across the street even though the *DON'T WALK* signal is on.

NOTE:

1. For further discussion of the eye-to-eye communication technique refer to the information sheets provided with this lesson.

2. In this lesson it is assumed students have learned the meanings, shapes, and colors of standard traffic signs, signals, and symbols and are familiar with pedestrian and bicycle laws and rules. Several information sheets are included with this lesson if review is necessary.

Decide: (What is the safest action with the least risk?)

The pedestrian should wait on the sidewalk until the WALK light turns on and all traffic is clear. There is not enough time now to safely cross the street. The car driver expects the pedestrian to stay on the sidewalk. The pedestrian should establish eye-to-eye communication (look directly at the eyes of the driver and be sure the driver looks directly at the pedestrian's eyes) to assure the driver that the car is seen and the pedestrian will not step through the intersection.

Act: (What did you decide was the safest action to take?)

The pedestrian waits on the sidewalk and the driver proceeds through the intersection.

INFORMATION SHEET

TRAFFIC SIGNS & SIGNALS

1.

2.

3.

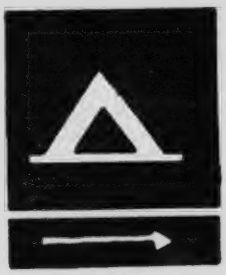
4.

5.

6.

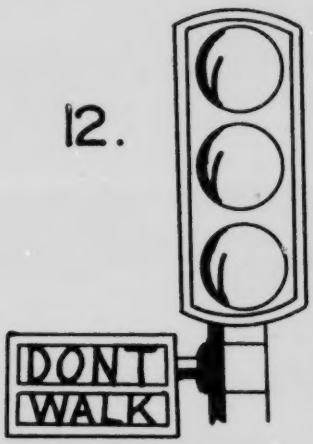
7.

8.

9. 

10.

11.

12. 

13.

TRAFFIC SIGNS AND SIGNALS

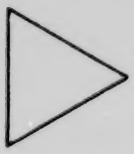
NAME	COLORS*	TYPE
1. Pedestrian crossing.	Yellow and black.	Warning sign.
2. Traffic signal.	Placement always red, yellow, green.	Traffic signal.
3. Hill.	Yellow and black.	Warning sign.
4. Bicycle Route.	Green and white.	Guide or information sign.
5. Yield.	Red and white.	Yield right-of-way; proceed with caution.
6. *No* Left Turn.	White, black, with red circle and slash.	Regulatory sign. Prohibitory sign.
7. Speed limit (mph).	White and black.	Regulatory sign.
8. School crossing.	Yellow and black.	School area warning sign.
9. Camping.	Blue and white.	Service sign.
10. STOP sign.	Red and white.	Stop sign only.
11. Railroad.	Yellow and black.	Railroad sign.
12. Don't Walk or Walk.	Red. Green or white.	Traffic signal.
13. Do Not Enter.	White and red.	Regulatory sign.

*These COLORS are new international colors which will soon be used throughout the world.

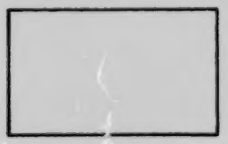
INFORMATION SHEET:

STANDARD SHAPES AND COLORS OF
TRAFFIC SIGNS

OCTAGON:
Exclusively for
Stop signs.



PENNANT:
Advance warning of
No Passing Zones.



HORIZONTAL
RECTANGLE:
Generally for
guide signs.

VERTICAL
RECTANGLE:
Generally for
regulatory signs.

DIAMOND:
Exclusively to
warn of existing
or possible hazards
on roadways or ad-
jacent areas.

EQUILATERAL
TRIANGLE:
Exclusively for
Yield signs.

PENTAGON:
School advance
and school cross-
ing signs.

ROUND:
Railroad (Advance
Warning) signs.

STANDARD COLORS:

RED: Stop or prohibition. GREEN: Indicated movements permitted, direction quidance. BLUE: Motorist services quidance. YELLOW: General warning. BLACK: Regulation. WHITE: Regulation. ORANGE: Construction and maintenance warning. BROWN: Public recreation and scenic quidance.

INFORMATION SHEET

(color, shape, and lettering of signs)

STOP SIGN	–	Means stop. It is a white message with white border on red background. The sign is octagon shaped.
YIELD SIGN	–	Means slow to 15 mph or less and proceed with caution. The YIELD sign is a downward pointing, equilateral triangle having a red border band leaving a white interior with the word Yield in red inside the border band.
WARNING SIGN	–	Means danger ahead, proceed with caution. Coloring is traditionally black on yellow and the shape is diamond.
REGULATORY SIGN	–	Contains a specific instruction to the driver. The signs are rectangular with black lettering on white background.
RAILROAD SIGN	–	Means a railroad intersects the path. The Highway sign is round, and is yellow with black lettering and black crossbuck. The railroad crossing sign is a crossbuck sign painted white with black lettering.
SCHOOL CROSSING SIGN	–	Means a crossing near a school. The signs are pentagon shaped, yellow in color with a black border band, lettering and figures. The school crossing sign has two figures walking within a crosswalk carrying books while the advance warning sign has just the figures carrying books but not showing a crosswalk.
GUIDE SIGN	–	Provides information. It is green with a white border band and lettering. For most guide signs the information is so variable that there can be no rigidly standardized size.

LAWS GOVERNING PEDESTRIANS

STATE OF ARIZONA

ARIZONA REVISED STATUTES

28-791. Pedestrians subject to traffic regulations

A. Pedestrians shall be subject to traffic-control signals at intersection as provided in 28-645 unless required by local ordinance to comply strictly with such signals, but at all other places pedestrians shall be accorded the privilege and shall be subject to the restrictions stated in this article.

B. Local authorities are empowered by ordinance to require that pedestrians shall strictly comply with the directions of any official traffic-control signal and may by ordinance prohibit pedestrians from crossing any roadway in a business district or any designated highways except in a crosswalk.

28-792. Pedestrians' right of way in crosswalks

A. When traffic-control signals are not in place or not in operation the driver of a vehicle shall yield the right of way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway upon which the vehicle is traveling, or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible for the driver to yield. This provision shall not apply under the conditions stated in subsection B of 28-793.

B. When any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass the stopped vehicle.

28-793. Crossing at other than crosswalks

A. Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right of way to all vehicles upon the roadway.

B. Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.

C. Between adjacent intersections at which traffic-control signals are in operation pedestrians shall not cross at any place except in a marked crosswalk.

28-794. Drivers to exercise due care

Notwithstanding the provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give

warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any confused or incapacitated person upon a roadway.

28-795. Pedestrians to use right half of crosswalk

Pedestrians shall move expeditiously, when practicable, upon the right half of crosswalks.

28-796. Pedestrians on roadways

A. Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon an aujacent roadway.

B. Where sidewalks are not provided any pedestrian walking along and upon a highway shall when practicable walk only on the left side of the roadway or its shoulder facing traffic which may approach from the opposite direction.

C. No person shall stand in a roadway for the purpose of soliciting a ride from the driver of any vehicle.

28-797. School crossings

A. The director, with respect to state highways, and the officer, board or commission of appropriate jurisdiction, with respect to county highways or city or town streets, by and with the advice of the school board or superintendent of schools, are empowered to mark or cause to be marked by the department or local authorities crosswalks in front of each school building or school grounds abutting thereon where children shall be required to cross the highway or street.

B. Additional crossings across highways not abutting on school grounds may be approved by the department, or local authorities, upon application of school authorities, with written satisfactory assurance given the department or local authorities that guards will be maintained by the school district at the crossing to enforce the proper use of the crossing by the school children.

C. The sign manual shall provide for yellow marking of the school crossing, yellow marking of the center line of the roadway and the erection of portable signs indicating that vehicles must stop when persons are in the crossing. The manual shall also provide the type and wording of portable signs indicating that school is in session, and permanent signs providing warning of approach to school crossings.

D. When such crossings are established school authorities shall place within the highway the portable signs indicating that school is in session, placed not to exceed three hundred feet each side of the school crossings, and "Stop When Children In Crosswalk" signs at school crossings. School authorities shall maintain these signs when school is in session and shall cause them to be removed immediately thereafter.

E. No vehicle shall proceed at a speed to exceed fifteen miles per hour when approaching the crosswalk and while between the portable signs placed on the highway indicating "School In Session" and "Stop When Children In Crosswalk."

F. When the clause "School in Session" is used in this section, either referring to the period of time or to signs, it means during school hours or while children are going to or leaving school during opening or closing hours.

G. When the school authorities place and maintain the required portable "School In Session" signs and "Stop When Children In Crosswalk" signs, all vehicles shall come to a complete stop at the school crossing when the crosswalk is occupied by any person.

H. Notwithstanding any other provision of law to the contrary, a school crossing may be established on an unpaved highway or street adjacent to a school when the agency of appropriate jurisdiction determines the need for such school crossing on the basis of a traffic study. School crossings on unpaved highways and streets shall be marked by the use of signs as prescribed in the manual on uniform traffic control devices.

OPERATION OF BICYCLES

AND PLAY VEHICLES:

ARIZONA REVISED STATUTES

28-811. Application of provisions

A. The parent of a child and the guardian of a ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this chapter.

B. The regulations of this chapter in their application to bicycles shall apply when a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated in this article.

28-812. Traffic laws apply to persons riding bicycles

Every person riding a bicycle upon a roadway shall be granted all the rights and shall be subject to all duties applicable to the driver of a vehicle by this chapter, except as to special regulations in this article, and except as to those provisions of this chapter which by their nature can have no application.

28-813. Riding on bicycles

A. A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

B. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped.

28-814. Clinging to vehicles

No person riding upon any bicycle, coaster, rollerskates, sled or toy vehicle shall attach the same or himself to any vehicle upon a roadway.

28-815. Riding on roadways and bicycle paths

A. Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practical, exercising due care when passing a standing vehicle or one proceeding in the same direction.

B. Persons riding bicycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

C. Wherever a usable path for bicycle has been provided adjacent to a roadway, bicycle riders shall use the path and shall not use the roadway.

28-816. Carrying articles

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handle bars.

28-817. Lamps and other equipment on bicycles

A. Every bicycle when in use at nightime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least five hundred feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on motor vehicles. A lamp emitting a red light visible from a distance of five hundred feet to the rear may be used in addition to the red reflector.

B. No person shall operate a bicycle equipped with a siren or whistle.

C. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

(from "ARIZONA REVISED STATUTES")
available from:

ARIZONA HIGHWAY DEPARTMENT
Traffic Safety Division
1655 West Jackson
Phoenix, Arizona 85007

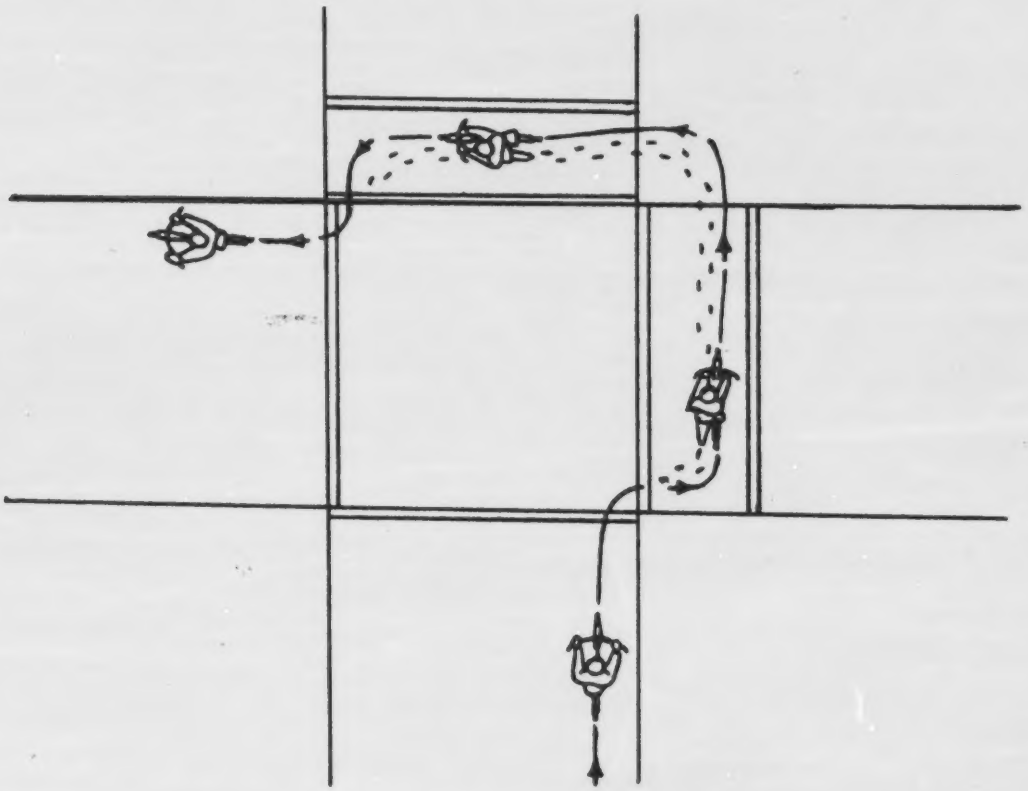
OPERATION OF BICYCLES

AND PLAY VEHICLES:

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less travelled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right-of-way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Refuse to carry passengers or large packages.
10. Make bicycle repairs off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should be painted white.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line - never weave in and out of traffic.
21. On less travelled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

ASSESSMENT NAME _____

1. Risk means _____

_____

The Traffic Safety Concepts and Risk:

2. Why is the risk very high in the hostile street environment?

_____

_____

_____

3. How would you use the decision-making process (I.P.D.A.) to reduce risk in a traffic situation?

_____

_____

_____

4. How can communication help you to reduce risk?

_____

_____

_____

5. How can acting predictably help you to reduce risk?

_____

_____

_____

ASSESSMENT NAME _____

Award 2 points for each correct response.
Partial credit may be given. Total points = 10.

1. Risk means the chance you take of getting hurt or killed in traffic.

The Traffic Safety Concepts and Risk:

2. The risk is high because the street is made for heavy, high-speed vehicles, not for people.

3. The description should include:

   a. identify important clues.

   b. predict what might happen.

   c. decide on the safest action.

   d. take the best action.

4. Communication tells highway users what to expect from each other. This helps to reduce risk.

5. If I follow the laws and rules, other highway users know what to expect from me. This helps to reduce risk.

PEDESTRIAN SAFETY – SEVENTH GRADE

"THE PEDESTRIAN AND RISK"

OBJECTIVE TWO

a. *identify* situations and actions which involve high and low risk for the pedestrian; and

b. explain *why* the risk is high or low.

NOTE: Either Traffic Safety Concepts – Seventh Grade or other instruction on risk and traffic safety concepts should be completed before this lesson. For additional information about risk and the traffic safety concepts, consult the information sheets included with this lesson.

KEY POINTS

1. The street is a *hostile* environment because it is made for heavy, high-speed vehicles, *not* for people. A pedestrian takes a high risk of getting hurt in the street.

2. When pedestrians enter a street, they must use the decision-making process (I.P.D.A.) to select the *safest* thing to do with the least risk:

   a. *Identify the important clues:* The type of intersection, amount and speed of traffic, and the type of traffic signs and signals.

   b. *Predict* what other highway users may or may not do.

   c. *Decide on the best action with the least risk.* The risk is lower if the pedestrian crosses at a well-marked intersection rather than in the middle of a block. The signs and signals control the traffic and help in the decision making.

   d. *Take the safest, most predictable action with the least risk of getting hurt.*

3. If the risk is too high, the pedestrain can decide not to take any action at all.

4. *Communication* (eye-to-eye contact or traffic signs and signals) tells the pedestrian and other highway users what to expect from each other.

5. Pedestrians must *know* and *obey* the laws and rules. This makes their actions more predictable to other highway users.

6. If any highway user does not obey the laws and rules, the risk of getting hurt is very high, especially for the pedestrian.

MATERIALS NEEDED

Make transparencies from Masters A and B. Obtain overhead projector. (Activity 1)

Masking tape (or chalk) for setting up simulated street corners in your classroom. See "Directions For Setting Up Simulated Street Intersections" included with this lesson. (Activity 2 and 3)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Previously, students learned that risk is the chance you take of getting hurt in traffic. They learned that some places and situations are more dangerous and have more risk than others. The pedestrian must use the decision-making process (I.P.D.A.), communicate, and act predictably to lower the chance of getting hurt in the street. (For information about traffic safety concepts, risk, and high-risk situations and locations refer to the information sheets in this lesson.)

   Show transparencies A and B. Identify situations and actions which involve high and low risk. Discuss how the decision-making process (I.P.D.A.), communication and acting predictably decrease risk. (See back of the transparency masters for ideas.)

2. Begin as in Activity 1. Add the *simulated intersection situation.* Explain that small groups of students will demonstrate how we use the decision-making process (I.P.D.A.), communicate and make ourselves predictable in an attempt to decrease the risk involved in crossing the street.

   Divide students into groups and give each a situation to demonstrate. (See "Crossing The Street And Risk: Demonstration Situations.")

   When groups are ready have them demonstrate their situations on the simulated intersections. After each group demonstrates, discuss how the traffic safety concepts, (decision-making process (I.P.D.A.), communication and acting predictably) were used to reduce the risk in each situation. (See the *HOW* section of each demonstration for ideas.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. Illustrate the importance of eye-to-eye communication in lowering risk, as a reading or language arts activity have students create their own play or use "An Eye To An Eye" included with this lesson. (You may use the "Directions For Setting Up Simulated Street Intersections" included with this lesson to set up the scenes for the play.) The play may be presented to classmates or may be given for primary level classrooms.

4. *Enlarge* upon Activity 2, the demonstration situations. This time have a few students demonstrate behavior which reduces risk. Students identify the wrong things being done and suggest behavior which is not as risky.

SUMMARY

The street is a hostile place for the pedestrian because it is not made for people. When pedestrians enter a street, they should use the decision-making process (I.P.D.A.), communicate with other highway users, and be predictable to lower the risk of getting hurt. The decision-making process helps the pedestrians to select the *safest* thing to do with the least risk. Communication tells the pedestrians and other highway users what to expect from each other. If they know and obey the laws and rules; their actions are more predictable and lower the chances of getting hurt. Even though pedestrians do the safest thing, there is always some risk.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute the assessment item to each student. Have the student answer the questions on the back of the assessment sheet. These questions ask the student to identify the amount of risk (high or low) involved in the situation, and to explain why the risk is high or low for the pedestrian. To achieve this objective the student should answer three of the four situations. An assessment key is provided. Score, record, and give help where needed.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy, high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others with unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

Changing lanes or turning without giving an arm signal.

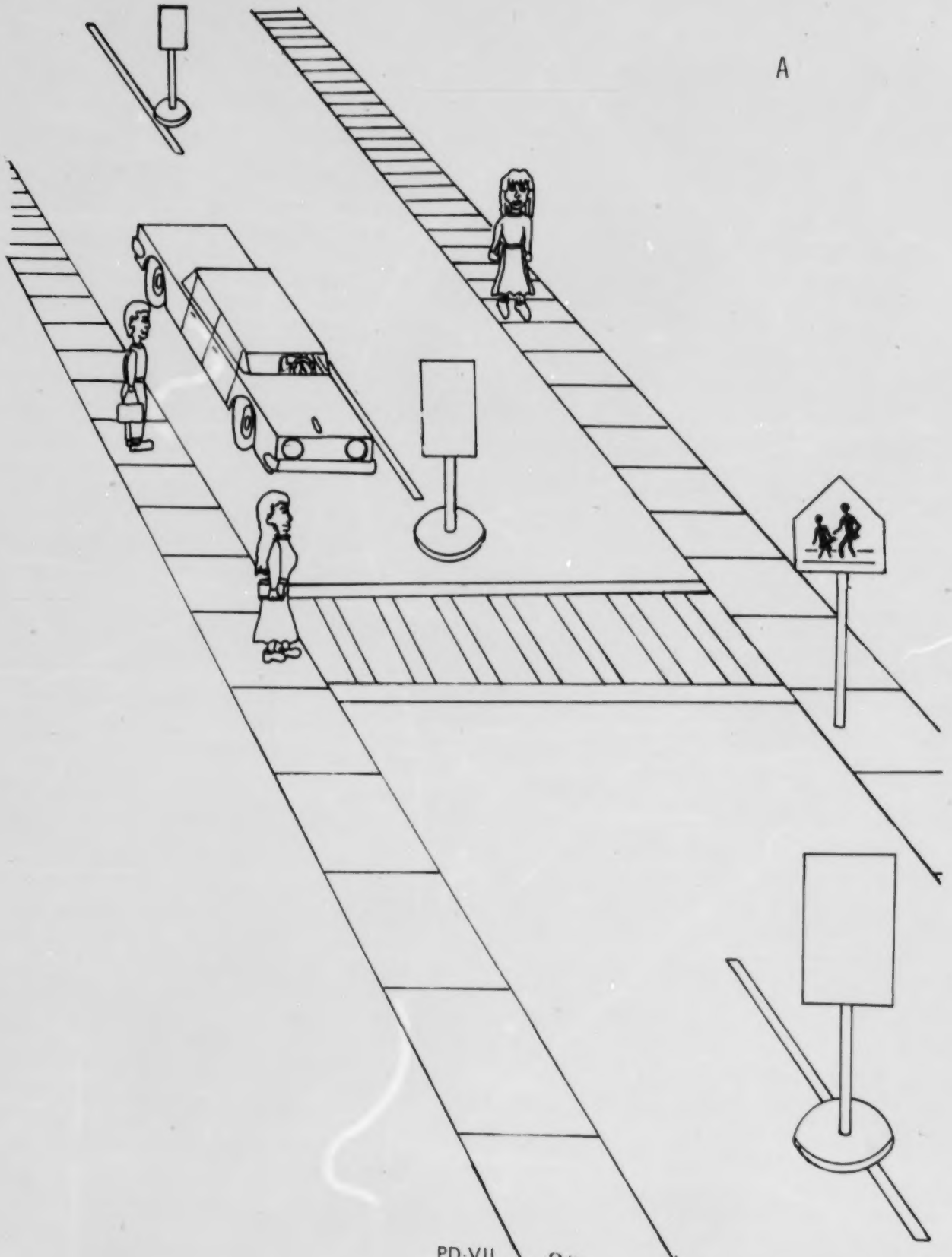
Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.

A



Situation A: You and other pedestrians are walking to school. You are crossing the street at a crosswalk marked with a school crossing sign. The two other pedestrians are not at the crosswalk but want to get together. A car is approaching.

Identify: There is no traffic on the street other than the one car. The sign tells the driver the crossing is near a school and that the driver *should* yield the right of way to the pedestrians crossing there. The risk is less if you cross in a marked crosswalk. The risk on this narrow street is less than on a heavily traveled, multi-lane street.

Predict: The driver seeing you, the school crossing sign, and the marked crosswalk may stop and permit you, the pedestrian, to safely cross the roadway. The two other pedestrians *should* move to the crosswalk and cross there. There is a greater risk in crossing anywhere else.

Decide: Using all pedestrian safety techniques you've learned, especially eye-to-eye *communication*, act *predictably* by doing the following:

a. Be sure no vehicles are coming from the other direction. Be sure the driver looks directly at you.

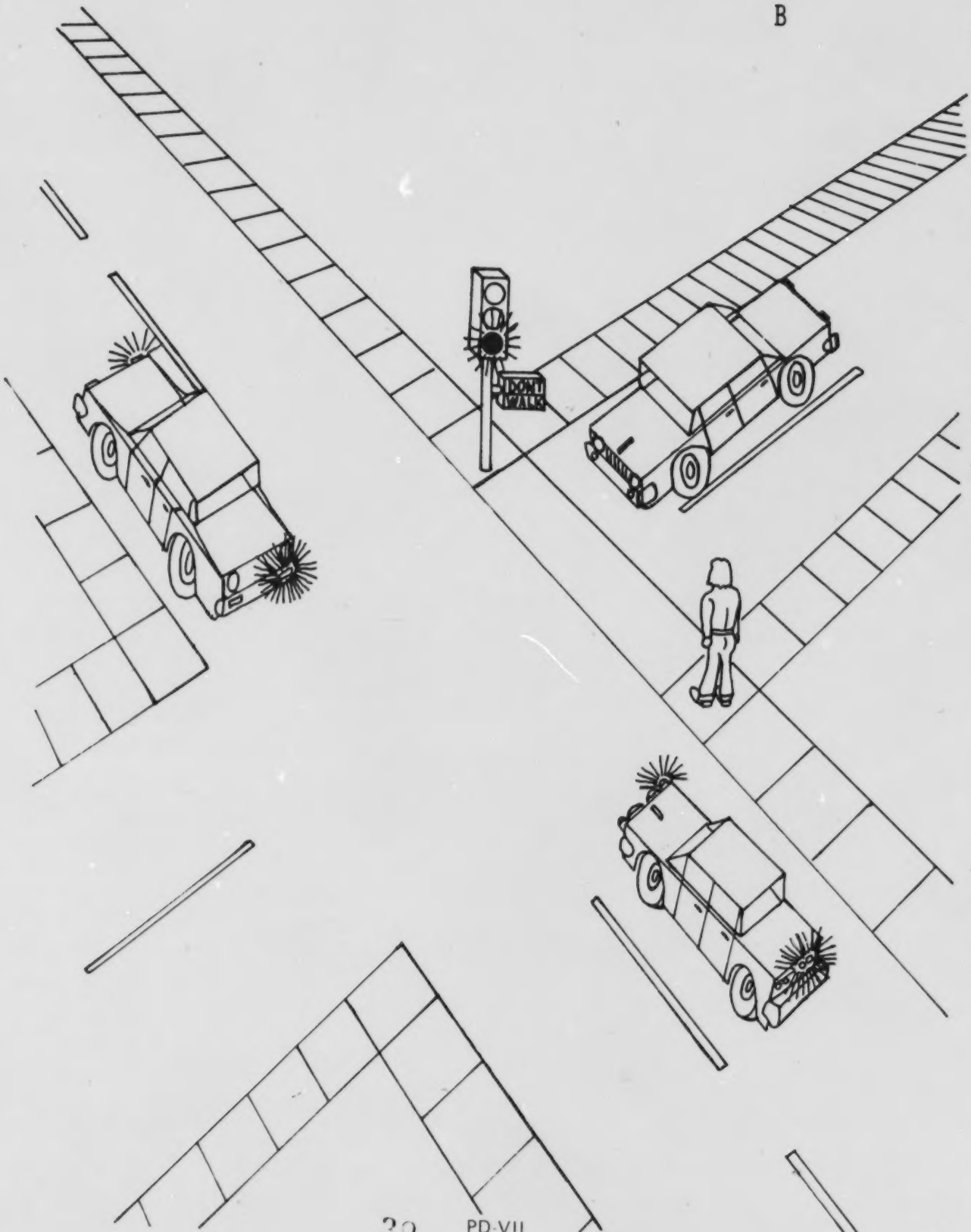
b. Wait until the car stops and the route is clear before you enter the roadway.

c. If the driver doesn't appear to be stopping, your best decision would be to *wait*, not take any action at all, until the car has passed and the street is clear. The best action for the other pedestrians would be to cross at the well-marked crosswalk since vehicle drivers will usually be more alert when they approach a place where they expect pedestrians to cross.

Act: Watch to see if the car is going to stop or keep going. If it appears the car will not stop wait until it has passed. If the car stops, establish direct eye-to-eye contact with the driver. Remain on the sidewalk until the car comes to a complete stop. Cross the street in the marked crosswalk while continuing to check for other approaching traffic.

Remember: Taking the safest, most predictable *action* with the *lowest risk* reduces your chances of getting hurt. The street is a hostile place and you must use all the rules and information available to reduce risk.

B



Situation B: You want to cross the street. You are at a marked crosswalk. The traffic signal light is still green *but* the DON'T WALK signal has just come on. Cars are moving through the intersection with the green light. Other cars are approaching on the other street. Two cars are signalling turns. Traffic at the intersection is heavy.

Identify: The green traffic light tells vehicular traffic on that street to proceed through the intersection. Cars on the street with the red light are expected to stop. The turning vehicles *should* wait for vehicular and pedestrian traffic to clear before completing their turns. The DON'T WALK signal tells the pedestrian not to enter the street because there *is not* enough time to safely cross the street before the traffic light changes. The risk is high at this intersection because there is heavy vehicular traffic. The traffic signal light and marked crosswalk lower the risk slightly.

Predict: The traffic light is about to change. The traffic with the green light should move through the intersection or complete their turns before the light changes to red. Pedestrians *should* remain on the sidewalk because the DON'T WALK signal tells them the risk in crossing is high. There isn't enough time to walk across safely before the light changes and before traffic moves across the crosswalk.

Decide: Cars are about to turn through the crosswalk you will be using. You do not have enough time to safely cross the street.

Act: Wait on the sidewalk. DO NOT CROSS the street.

Remember: You act most predictably in this situation by remaining on the sidewalk and not entering the hostile street environment. To achieve your goal of reaching the other side of the street at this time would involve *great* risk. The few minutes you loose in waiting for the next walk light is better than losing your life.

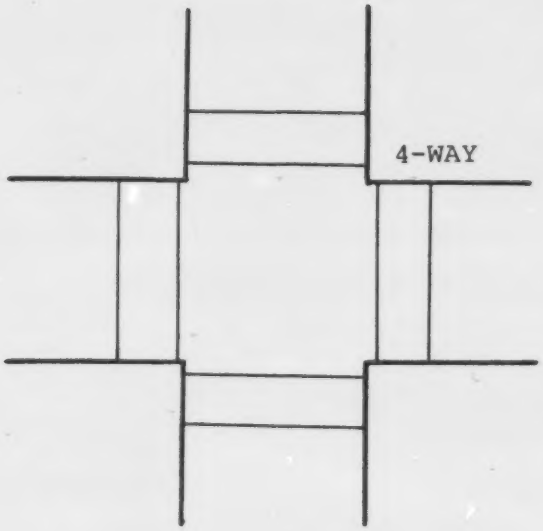
DIRECTIONS FOR SETTING UP SIMULATED STREET INTERSECTIONS

Masking tape or chalk can be used for setting up simulated intersections in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

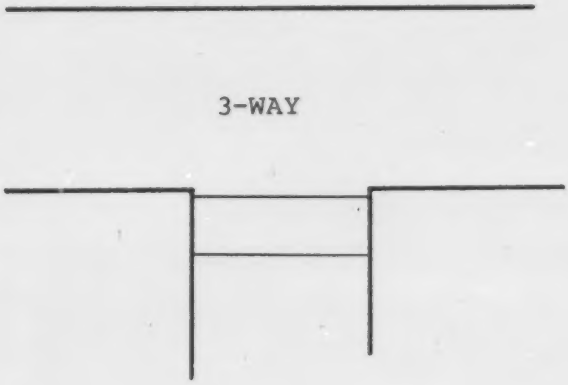
The intersections should include crosswalks that are either drawn with chalk or laid out with white tape. The intersections should resemble the ones shown below. (You may wish to add lines to indicate lanes for traffic.) The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approx.)

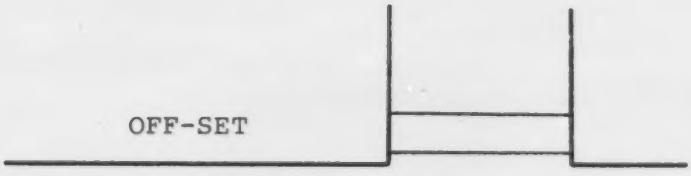
Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)



4-WAY

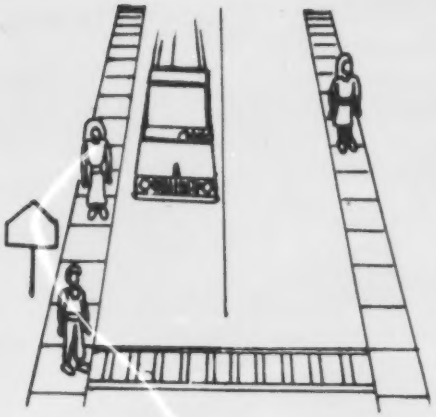


3-WAY



OFF-SET

CROSSING THE STREET AND RISK: DEMONSTRATION SITUATIONS



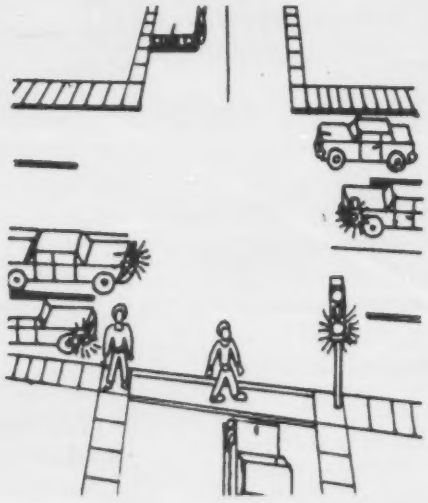
A. SCHOOL CROSSING AND RISK

Who: 1 driver and 3 pedestrians.

Where: Street in front of school.

What: You and other pedestrians are walking to school. You are about to cross the street at a marked school crossing. The two other pedestrians are not at the crosswalk and are on opposite sides of the street. A car is approaching.

How: Using all pedestrian safety techniques you've learned, identify that this is a marked school crossing and predict that drivers should be more alert here because this is where they expect you to cross. Be sure no vehicles are coming from the other direction and that the one driver looks directly at you. Wait until the car stops and the route is clear before you enter the roadway. If the driver doesn't appear to be stopping your best decision would be to wait, not take any action at all until the car passes and the street is clear. The other two pedestrians should follow the same steps rather than cross where there is no crosswalk marking or sign.



B. DON'T WALK SIGNAL, BUSY STREET, AND RISK

Who: 1 pedestrian and 7 drivers.

Where: Intersection of a two-lane with a four-lane street.

What: You want to cross the street. You are at a marked crosswalk. The traffic signal light is still green *but* the DON'T WALK signal has just come on. Four cars are coming from opposite directions on the four-lane street. Two of these cars are signalling turns. The other three drivers are waiting at the red traffic signal light.

How: Using all pedestrian safety techniques you've learned, identify that the green traffic light tells vehicular traffic on that street to proceed through the intersection. Cars on the street with the red light are expected to stop. The DON'T WALK signal tells you not to enter the street because there *is not* enough time to safely cross the street before the traffic light changes and cars begin to move across the pedestrian crosswalk. The risk is high at this intersection because there is heavy traffic. Wait on the sidewalk. DO NOT CROSS the street.

C. DON'T WALK SIGNAL, PEDESTRIAN IN CROSSWALK, AND RISK

Who: 2 pedestrians and 7 drivers.

Where: Intersection of a two-lane with a four-lane street.

What: You are halfway across the street in a marked crosswalk. The traffic signal light is still green but the DON'T WALK signal has just come on. Four cars are coming from opposite directions on the four-lane street. Two of these cars are signalling turns. The other three drivers are waiting at the red traffic signal.

How: Using all pedestrian safety techniques you've learned, identify that the green light tells vehicular traffic on that street to proceed through the intersection. Cars on the street with the red light are expected to stop. The pedestrian *in the crosswalk* has enough time to quickly *but* carefully cross the street. The DON'T WALK signal tells the pedestrian *on the sidewalk* to wait there.

AN EYE TO AN EYE

(A short play about using eye-to-eye communication to reduce risk.)

LOCATION: Streets in front of school and in school neighborhood.

TIME: Afternoon, immediately following school dismissal.

CHARACTERS:
Narrator
Bruce H., the Killer Car
News Reporter
Five boys at a school crossing
Four girls at a neighborhood intersection
One girl crossing the street

NARRATOR: Meet Bruce H., the Killer Car! He hates people, especially young people. You may be in grave danger if he decides to invade your neighborhood!

The staff of K–12 "Highway Safety News" just received word that Bruce, the Killer Car, is again on the move. A K–12 news reporter is on location at Bruce's garage and, we understand, will be taken on one of Bruce's rampages through a nearby neighborhood.

K–12 reporter are you there?

K–12 REPORTER: (Speaking into microphone) Indeed I am. Bruce, the Killer Car, has just backed out of his secret garage and is ready to take me aboard. Stand by for what could be a wild ride.

Now I'm opening Bruce's door, climbing in and sitting down in the driver's seat. I won't do any steering though. Bruce will handle all of that and explain just what he's doing as we go along.

We're picking up speed now. (Pause) Finally, we're settling down at our cruising speed of about 10 miles per hour *above* the speed limit.

Where are we headed, Bruce?

BRUCE: Near (insert name of your school) school. A lot of kids who walk home from school will be in that area now.

K–12 REPORTER: Bruce, you mean you're really going to try to hit those children?

BRUCE: How do you think I got my reputation? Look up there near the end of the next block. See those five boys at the school crossing. I'm going to speed up now. They're talking to each other. They'll step off the curb before they see me. They'll never see me until I'm right up on them. Hold on! Here we go!

K–12 REPORTER: (Speaking into microphone) We're rapidly approaching the pedestrians now. I can't look . . . wait a minute. One of the boys is turning and looking in our direction. He is looking directly at my eyes. He must have said something to the others because they've stepped *back* from the curb and are waiting on the sidewalk.

BRUCE: Rotten luck. That kid would have to look. Oh, we've got another chance. Look at those girls at the next intersection. They're chasing and shoving each other around. See! One just got bumped out into the street. Nobody's watching traffic. I'm stepping on the gas. Hold on!

K–12 REPORTER: (Speaking into microphone) Here we go again. Those girls just aren't watching. They're horsing around all over the sidewalk and the edge of the street. Oh, this is terrible! What's this? One girl sees us. Thank goodness! She yelled and they're all jumping back to safety and stopping the dangerous horse play. Bruce is going to be disappointed again.

Going to give up, Bruce?

BRUCE: Nope. Just a couple of blocks down this way is another good spot. I've still got a trick or two up my fender. Notice how I'm just creeping along?

K–12 REPORTER: Yes, why is that?

BRUCE: Well, if kids happen to notice me coming down the street they'll think I'm coming so slow that they have plenty of time to get across the street. That's when I step on the gas. If the kids don't look my way and decide they're taking a chance, I'll be right on them before they realize it. Nuts! That little girl looked this way and has decided to stay on the sidewalk. Failed again!

K–12 REPORTER: Going to give up?

BRUCE: Maybe. Don't see much else around here . . . Wait! There's a boy starting to cross the street, but he's really staring at us. We can't get him. Boo Hoo! They're all too alert. Everyone uses traffic safety to stay away from getting hurt. Sob! How will I ever maintain my reputation for hurting and killing people if they won't take a risk. It just isn't fair.

K–12 REPORTER: Now really Bruce, let's call it a day and why don't you think about giving up this crazy killer stuff. Lead a normal life.

BRUCE: Not me. Never. My mother didn't name me Bruce H., H. for Hostile that is, for nothing. I've got to plan my school strategy for tomorrow.

K–12 REPORTER: (Speaking into microphone) This is your K–12 "Highway Safety News" reporter, ending reporting of this frightening afternoon with Bruce H., Hostile, the Killer Car.

NARRATOR: Later in the offices of K–12 "Highway Safety News" the reporter was asked how children could protect themselves from a killer car like Bruce H. He responded that children who were alert enough to avoid danger when Bruce was near seemed to follow a certain set of actions which lowered their chances of being hurt.

They:

1. Recognized the street is a hostile place made for vehicles, not people, and knew they could get hurt or killed there.

2. They used eye-to-eye communication with drivers to make sure they were seen and to help them decide the safest action to take.

3. They identified all the chances of being hurt and noticed signs, signals, and symbols which would lower the risk of their getting hurt.

4. They knew the laws and rules, obeyed them, and acted predictably. They didn't do anything unexpected.

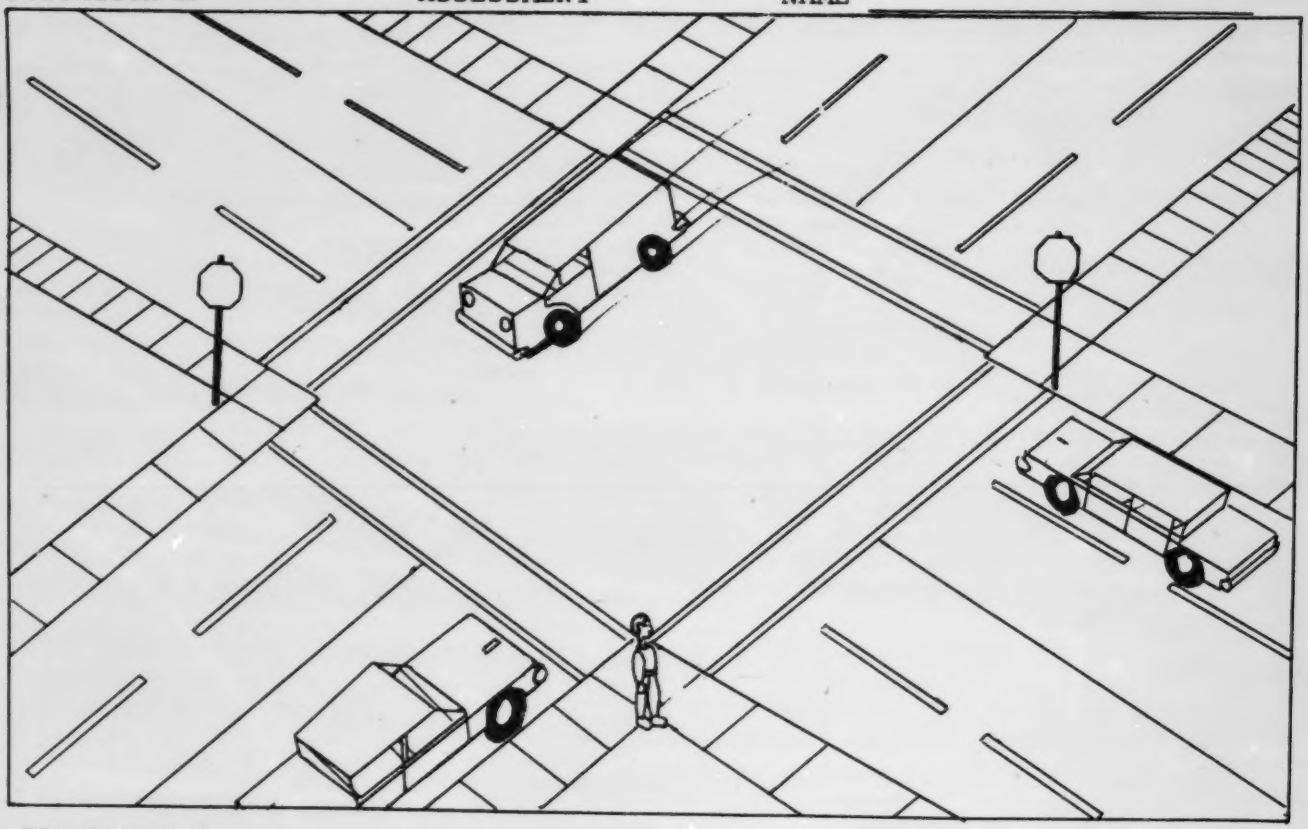
5. They checked everything and kept checking until they were out of the danger of the hostile street environment.

6. They knew that *any* vehicle can change speed or direction in seconds and so were able to predict not only what a driver *should* do but also what he *might* do.

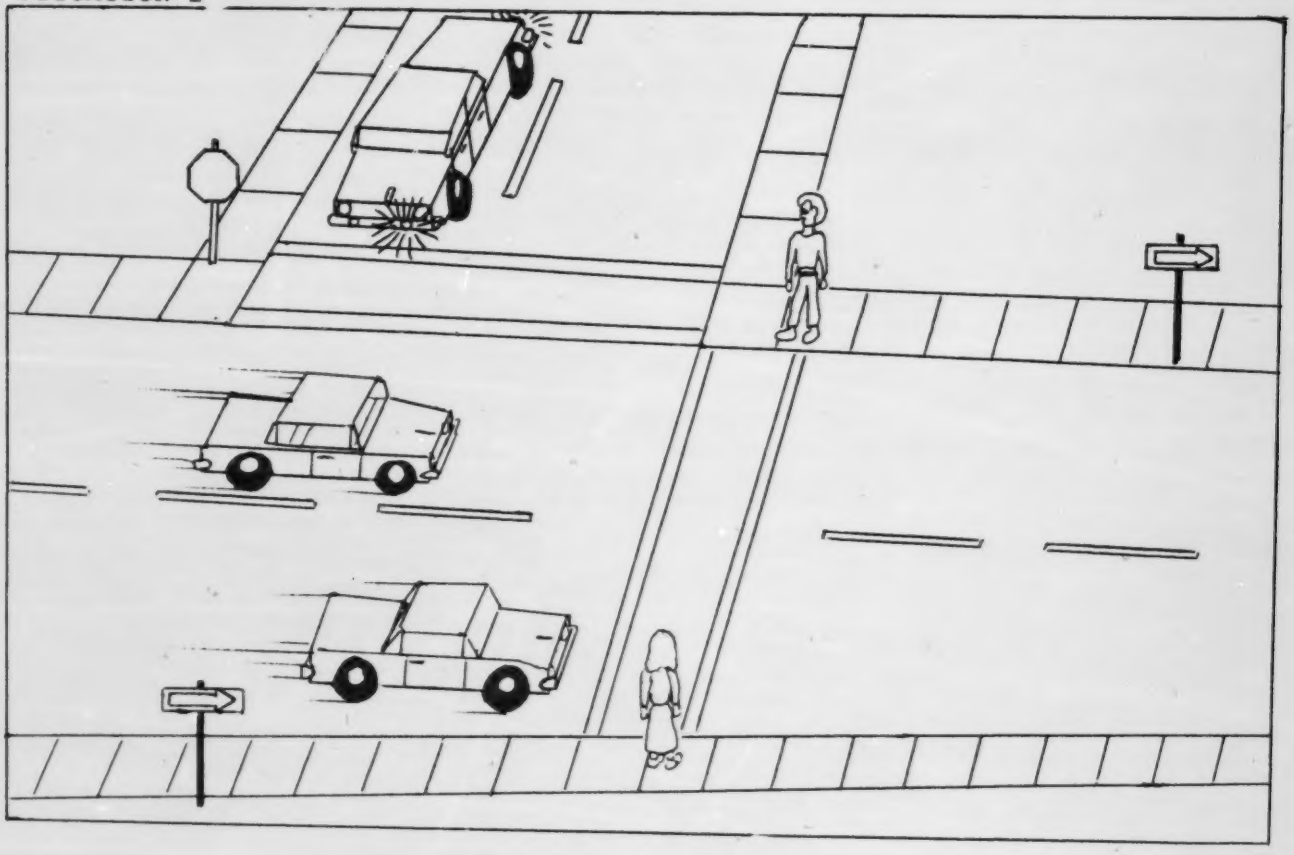
THEY KNEW SOMETHING THAT ALL STUDENTS SHOULD KNOW. THE BEST WAY TO STAY SAFE FROM HARM IS USE ALL TRAFFIC SAFETY TECHNIQUES TO REDUCE OR ELIMINATE THE RISK OF BEING HURT IN THE HOSTILE STREET ENVIRONMENT.

Adapted from: National Safety Council. *School Safety* (January – February, 1968)
425 N. Michigan Avenue
Chicago, Illinois

SITUATION A ASSESSMENT NAME



SITUATION B



ASSESSMENT NAME _____

Situation A: The pedestrian wants to cross the street. A car is approaching the stop sign.

Please circle the correct answer for question 1.

1. For situation A the risk is (high/low).
2. Explain why the risk is either high or low. _____

_____

_____

_____

_____

Situation B: The pedestrian wants to cross the street to talk to a friend.

Please circle the correct answer for question 1.

1. For situation B the risk is (high/low).
2. Explain why the risk is high or low. _____

_____

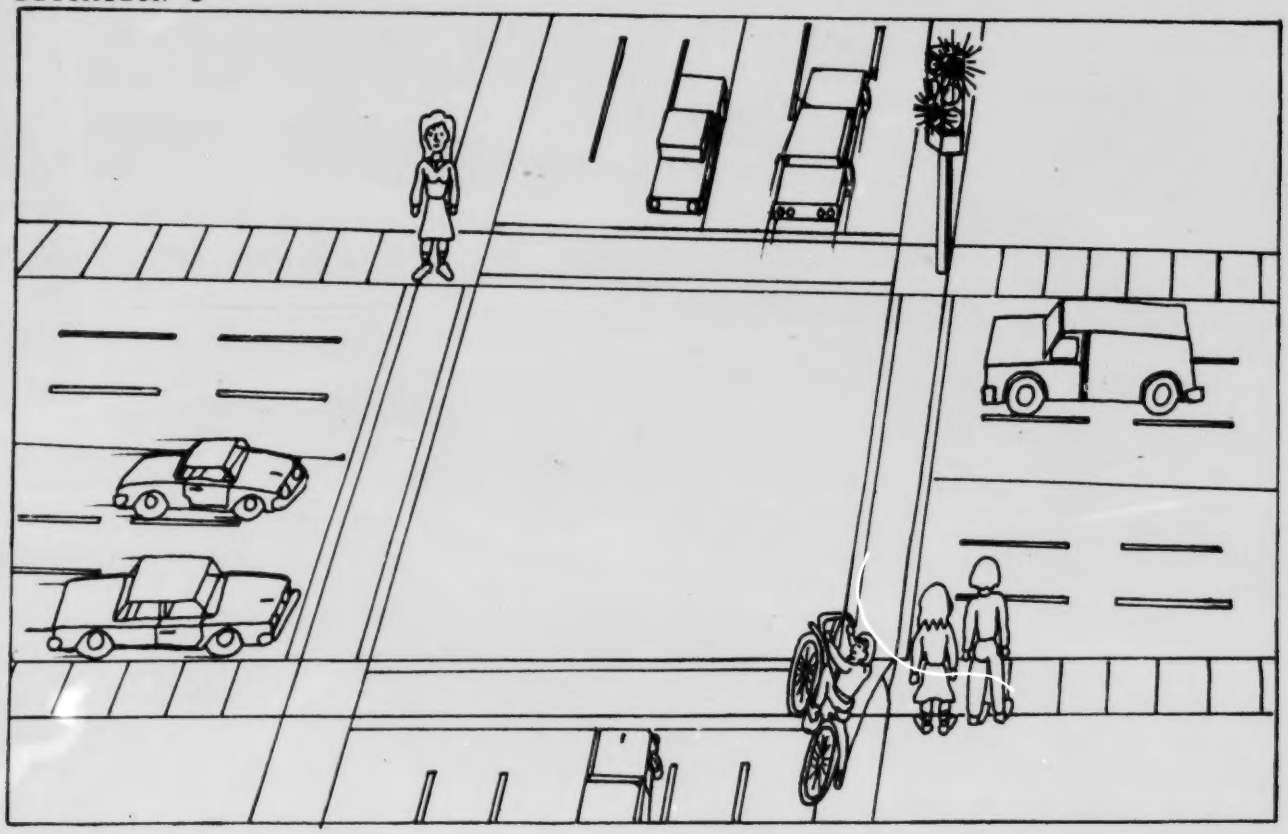
_____

_____

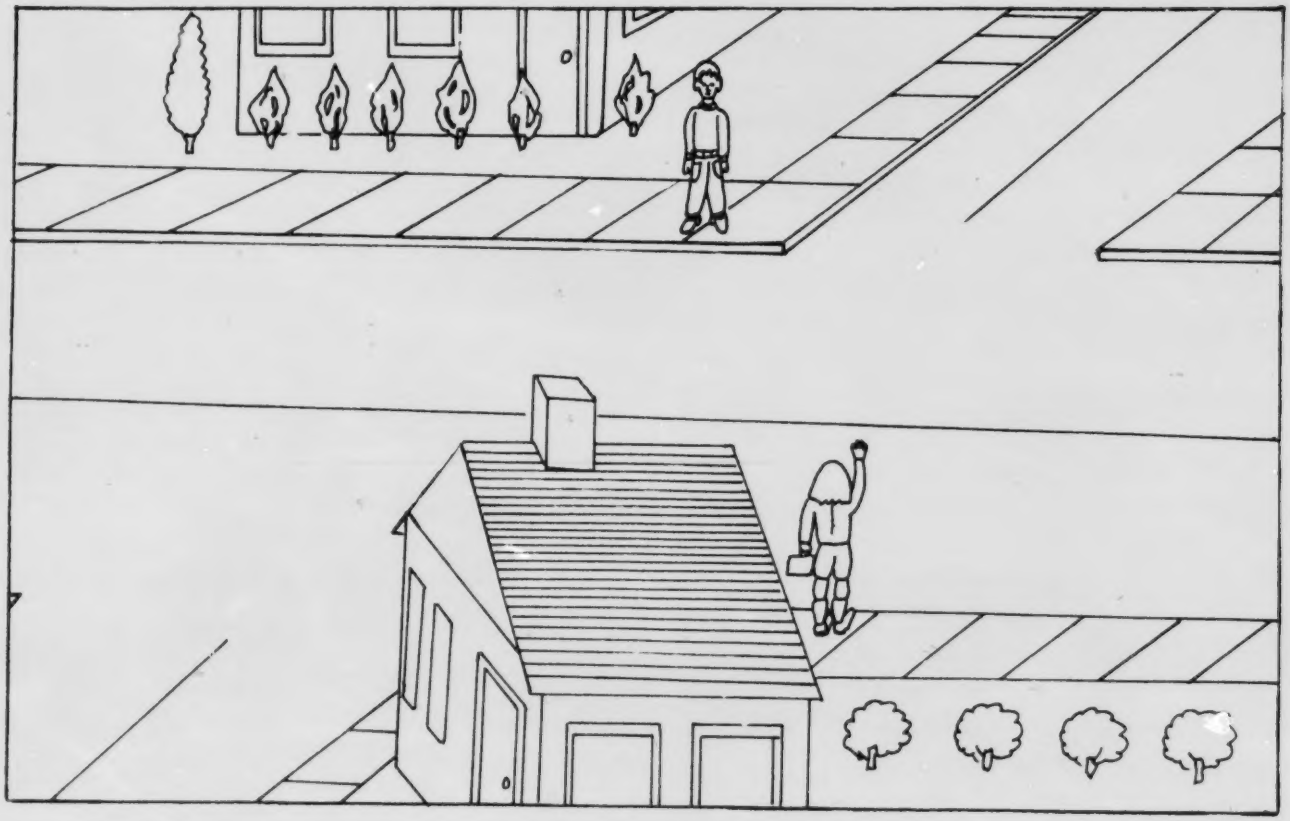
ASSESSMENT

NAME _____

SITUATION C



SITUATION D



ASSESSMENT NAME _____

Situation C: These pedestrians want to cross this street. The traffic light has stopped the cars coming in their direction.

Please circle the correct answer for question 1.

1. For the pedestrians in situation C the risk is (high/low).

2. Explain why the risk is either high or low. _____

_____

_____

_____

_____

Situation D: Johnny wants to visit his friend Stanley.

Please circle the correct answer for question 1.

1. For Johnny in situation D the risk is (high/low).

2. Explain why the risk is either high or low. _____

_____

_____

_____

Situation A: The pedestrian wants to cross the street. A car is approaching the stop sign.

Please circle the correct answer for question 1.

1. For situation A the risk is (high/low).
2. Explain why the risk is either high or low. The risk is high because of the amount of traffic, the number of traffic lanes, type of intersection, and the type of traffic sign.

Situation B: The pedestrian wants to cross the street to talk to her friend.

Please circle the correct answer for question 1.

1. For situation B the risk is (high/low).
2. Explain why the risk is high or low. The risk is high because there is no traffic sign or signal to stop the one-way traffic and because of the amount of traffic.

ASSESSMENT NAME KEY

Situation A: The pedestrian wants to cross the street. A car is approaching the stop sign.

Please circle the correct answer for question 1.

1. For situation A the risk is (high/low).
2. Explain why the risk is either high or low. The risk is high because the amount of of traffic, the number of traffic lanes, type of intersection, and the type of traffic sign.

Situation B: The pedestrian wants to cross the street to talk to a friend.

Please circle the correct answer for question 1.

1. For situation B the risk is (high/low).
2. Explain why the risk is high or low. The risk is high because there is no traffic sign or signal to stop the one-way traffic and because of the amount of traffic.

Situation C: These pedestrians want to cross this street. The traffic light has stopped the cars coming in their direction.

Please circle the correct answer for question 1.

1. For the pedestrians in situation C the risk is (high low).
2. Explain why the risk is either high or low. The risk is high because of the amount of traffic, the number of traffic lanes, and the width of the street.

Situation D: Johnny wants to visit his friend Stanley.

Please circle the correct answer for question 1.

1. For Johnny in situation D the risk is (high low).
2. Explain why the risk is either high or low. The risk is low because this is a quiet neighborhood street and there is no approaching traffic.

ASSESSMENT NAME KEY

Situation C: These pedestrians want to cross this street. The traffic light has stopped the cars coming in their direction.

Please circle the correct answer for question 1.

1. For the pedestrians in situation C the risk is (high/low).

2. Explain why the risk is either high or low. The risk is high because of the amount of traffic, the number of traffic lanes, and the width of the street.

Situation D: Johnny wants to visit his friend Stanley.

Please circle the correct answer for question 1.

1. For Johnny in situation D the risk is (high/low'

2. Explain why the risk is either high or low. The risk is low because this is a quiet neighborhood street and there is no approaching traffic.

BICYCLE SAFETY – SEVENTH GRADE

"THE BICYCLE RIDER AND RISK"

OBJECTIVE ONE

Given a simulated traffic situation the student will:

a. *Identify* how much risk there is for the bicycle rider; and

b. *describe* how the bicycle rider can use the decision-making process while mixing with traffic.

NOTE: Either Traffic Safety Concepts – Seventh Grade or other instruction on risk and traffic safety concepts should be completed before this lesson. For further information about risk and the traffic safety concepts, consult the information sheets included with this lesson.

KEY POINTS

1. When a bicycle rider mixes with traffic, the risk is high because bicycles are smaller than cars and move at a slower speed. The bicycle rider has no protection. If an accident occurs, the bicyclist usually receives the injuries. While mixing with traffic, the bicycle rider must use the decision-making process, communicate, and act predictably to lower the chance of getting hurt.

2. While mixing with traffic, the bicycle rider can use the decision-making process to lower risk as follows:

   a. *Identify important clues:* the direction of traffic, the amount and speed of traffic, well-marked intersections, bicycle paths and sidewalks, the time of day and the kind of weather.

   b. *Predict* what other highway users may or may not do.

   c. *Decide* on the safest thing to do with the lowest risk.

   d. *Act* in the safest, most predictable manner to lower the risk of getting hurt.

3. Risk can be lowered if a bicycle rider follows these rules:

   a. Rides on the right-hand side of the street with the traffic.

   b. Obeys all the traffic laws and rules.

c. Avoids riding on busy streets.

d. Uses bicycle paths and sidewalks whenever possible.

e. Crosses busy streets at well-marked intersections and walks the bicycle across the street.

f. Wears white clothes and has proper lights and reflectors on the bicycle when riding at night.

4. If all of the choices have too much risk, the bicycle rider can wait and not take any action at all.

5. There are many ways a bicycle rider can communicate to other highway users (such as flags, reflectors, color of clothes, horns and bells, hand signals, and eye-to-eye contact). If a bicycle rider communicates to other highway users what is happening, the chances of getting hurt in traffic are lessened.

MATERIALS NEEDED

Make a transparency from Master A. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the observation form, "The Bicycle Rider And Risk." (Activity 2)

For each group of two students make a "Lower Your Risk Game," game board, set of cards and markers, and set of directions. (Activity 4)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Previously, (in Seventh Grade, "Traffic Safety Concepts and Risk" or similar instruction) students learned risk is the chance you take of getting hurt in the hostile street environment. They learned some places and situations are more dangerous and involve a higher risk than others.

   A bicycle rider mixing with traffic takes a high risk. A bicycle is smaller than an automobile and travels at a slower speed. If there is an accident the bicycle rider has very little protection and can be hurt. To reduce the chances of being injured or killed, the bicyclist *must* use the decision-making process (I.P.D.A.), communicate and act predictably.

   Show transparency A. Identify the situations, locations and actions that involve low and high risk. Discuss how the decision-making process (I.P.D.A.), communication and acting predictably lower risk. (See back of the transparency master for ideas.)

2. Begin as in Activity 1, add an observation of bicyclist behavior near the school.

   Divide the students into groups of five or six students. Each day one group will join you to observe bicyclist behavior during and immediately following school dismissal. Focus your observation on how bicyclists lower their chances of being hurt by using the decision-making process, following the rules, communicating with other users and acting predictably.

   Have students record their observations on the form, "The Bicycle Rider And Risk," included with this lesson.

   The morning following each observation have students discuss what they saw. Emphasize the relationship between lowered risk and the use of the traffic safety concepts (decision-making process, observation of rules and laws and communication and predictability).

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. As a music activity, teach the students the song "Bicycle Safety."

BICYCLE SAFETY

Tune: "A Bicycle Built for Two"

When risk is low, bikes can be lots of fun.
But ride alone when out for a spin you've spun,
Remember that riding double
Can only bring you trouble–
If stopped or bumped,
One guy gets dumped
'Cause your bicycle's built for one!

4. As a language arts, reading or math activity have students play the "Lower Your Risk Game."

SUMMARY

When the bicycle riders mix with traffic, they are in a hostile environment and chances of getting hurt are very high. If the decision-making process (I.P.D.A.), communicating with other highway users, and acting predictably, chances of getting hurt are lessened. The decision-making process helps to select the safest thing to do with the lowest risk. Communicating and acting predictably help bicycle riders to tell other highway users what they can expect. When the traffic laws and rules are obeyed, the bicyclist can ride safely and predictably while mixing with traffic.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute the assessment item to each student. Have the student answer the questions on the back of the assessment sheet. These questions ask the student to *describe* the decision-making process (I.P.D.A.) used by the bicycle rider while mixing with traffic and to

identify whether the risk for the bicycle rider in the pictorial situation is high or low. To achieve this objective the student will identify two or more important clues about the situation, predict two or more events that might happen, state two or more decisions that might be made, state two or more actions to take and identify whether the risk is high or low for the bicycle rider. An assessment key is provided. Score, record, and give help where needed.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others with unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

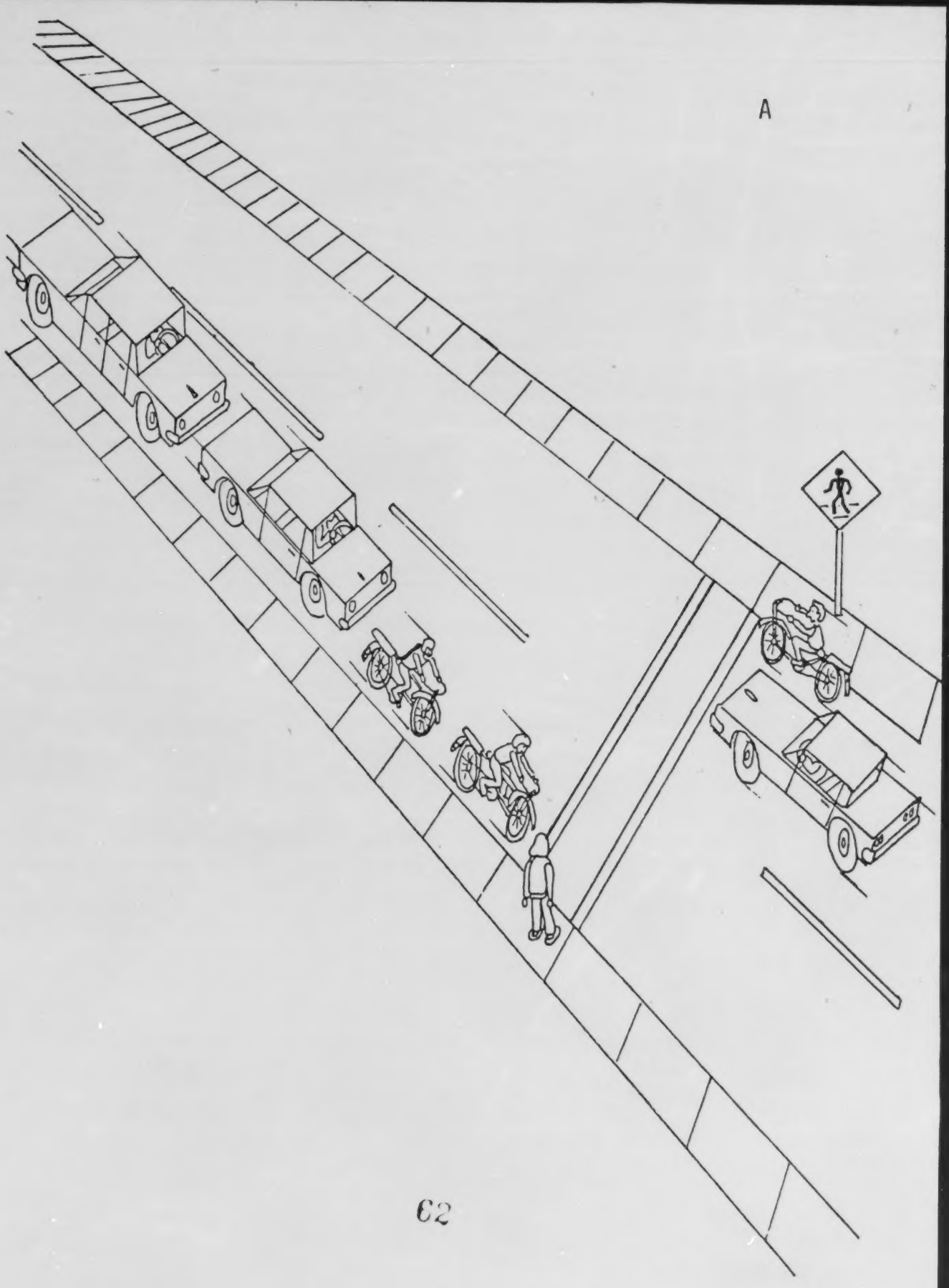
Changing lanes or turning without giving an arm signal.

Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.


A

Situation A: You and other bicyclists are riding your bicycles to a park. You are nearing a crosswalk marked with a pedestrian crossing sign. Cars are approaching the crosswalk from both directions.

Identify: There are two cars approaching the crosswalk in the same direction you are moving. A car and a bicyclist are coming from the opposite direction. One pedestrian walks along the sidewalk. Another is ready to step in the marked crosswalk. There is some risk of hitting the pedestrian or of being hit by the cars behind you but there is lower risk on this narrow street than there would be on a heavily traveled, multi-lane street.

Predict: You, the drivers of all the cars, and the other bicyclists should obey the pedestrian crossing sign and marked crosswalk. All cars and bicycles should slow down and if it appears the pedestrian *might* continue on into the crosswalk, stop and permit the pedestrian to safely cross the street.

Decide: Using all safety techniques you've learned, expecially *eye-to-eye communication,* act *predictably* by doing the following:

a. Slow down and prepare to stop.

b. Establish direct eye-to-eye contact with the pedestrian at the crosswalk. Be sure the pedestrian sees you.

c. If it appears the pedestrian *might* continue on into the crosswalk, stop and permit the pedestrian to cross the street before continuing to ride down the street.

Act: Slow down and prepare to stop. Establish direct eye-to-eye contact with the pedestrian at the crosswalk. Stop and permit the pedestrian to cross the street. If the pedestrian stops well back from the curb continue on through cautiously.

Remember: Taking the safest, most predictable *action* with the least *risk* reduces your chances of being hurt, killed, or injuring someone else. The street is a *hostile environment* and you must use all rules and information available to reduce risk.

THE BICYCLE RIDER AND RISK:

OBSERVATION FORM

Record the traffic safety concept you see bicyclists using to lower risk (or ignoring and increasing risk).

1. DECISION-MAKING PROCESS
2. COMMUNICATION
3. PREDICTABILITY
4. RULE AND LAW OBSERVATION

What Bicyclist Did	Traffic Safety Concept Used (or ignored)
For example: Wore white at night	Concept 2 – communicated

LOWER YOUR RISK GAME

DIRECTIONS

NUMBER OF PLAYERS: 2

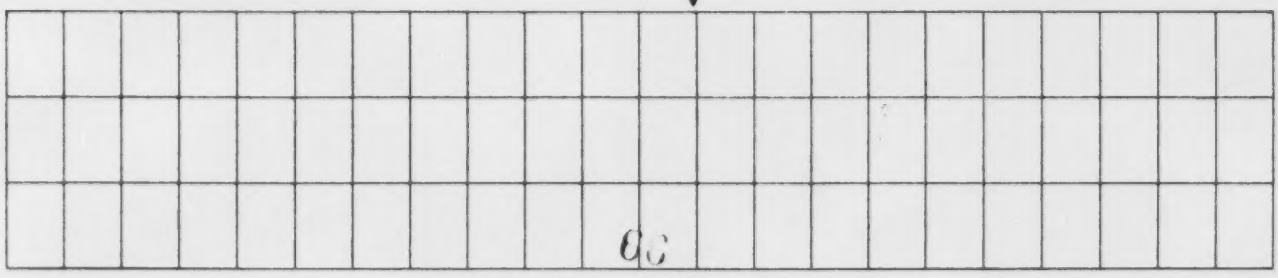
1. Turn all cards face down.
2. Mix them up.
3. Each player in turn picks up one card and
   a. moves ahead the number of spaces given, or
   b. moves back the number of spaces given, or
   c. moves no spaces if he gets a blank card.
4. Places card face up in a discard pile.
5. Next player picks a card and does the same.
6. Play continues until a player reaches END.
7. First player to reach END is the winner.

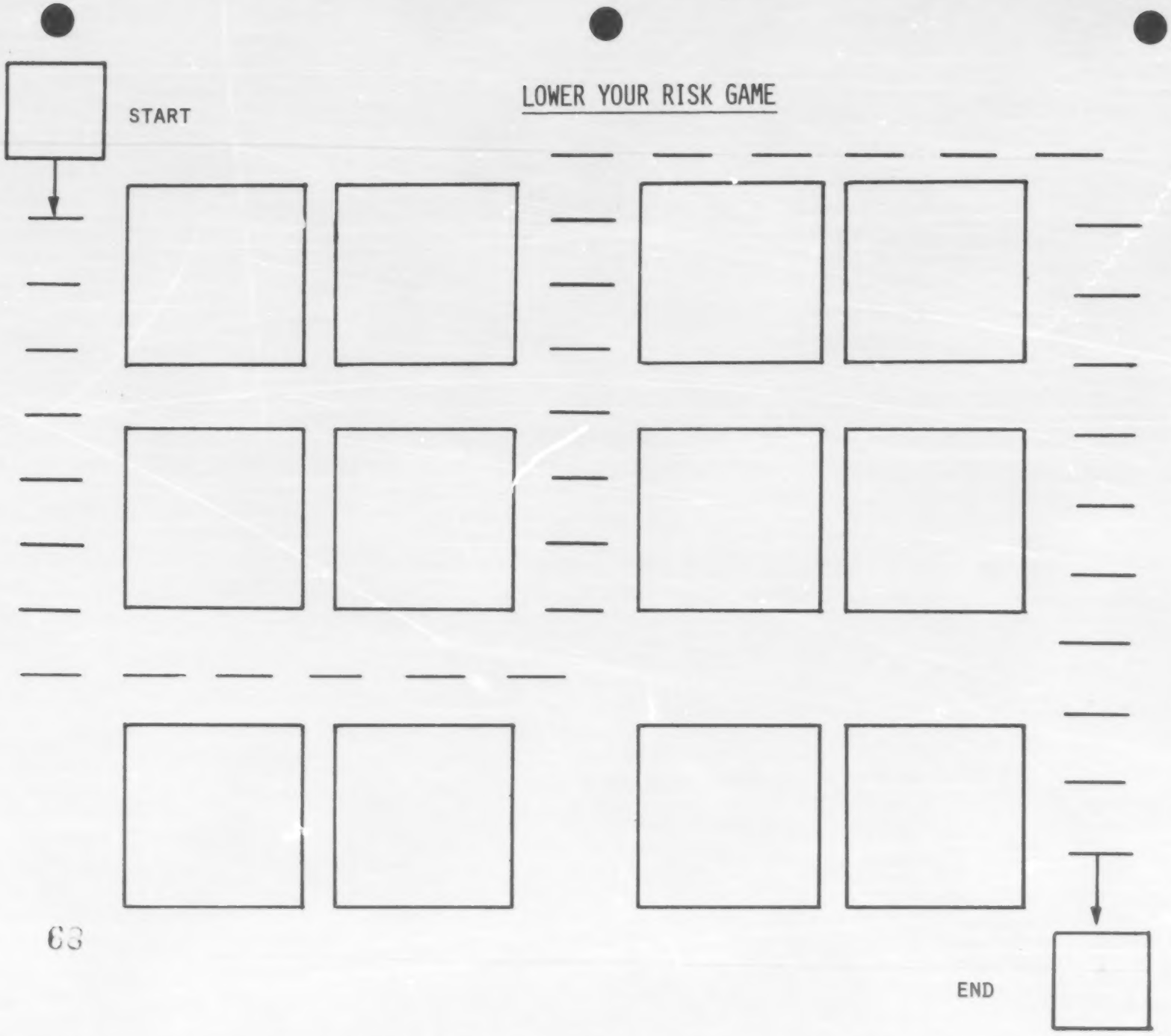
NOTE: If all cards are used *before* anyone reaches the END, again turn cards face down and mix them up. Then continue play. If more or different situations are required, there is a blank form included in this lesson.

·USED EYE CONTACT ·COMMUNICATION ·MOVE AHEAD 5 SPACES	·PARKED OFF ROAD-WAY OUT OF WAY ·PREDICTABILITY ·MOVE AHEAD 3 SPACES	·PUT PACKAGES IN BASKET ·HOSTILE ·MOVE AHEAD 2 SPACES
·FAILED TO YIELD ·I.P.D.A. ·MOVE BACK 3 SPACES	·STOP BEFORE ENTERING STREET ·I.P.D.A. ·MOVE AHEAD 6 SPACES	·RODE ON SIDEWALK WHEN PERMITTED ·HOSTILE ·MOVE AHEAD 4 SPACES
·RODE ON RIGHT SINGLE FILE ·PREDICTABILITY ·MOVE AHEAD 4 SPACES	·DROVE BETWEEN PARKED CARS ·PREDICTABILITY ·MOVE BACK 7 SPACES	·CLOWNING AND SHOWING OFF ON BIKE ·HOSTILE ·MOVE BACK 10 SPACES
·SIGNALLED TURN ·COMMUNICATION ·MOVE AHEAD 2 SPACES	·LIGHT ON FRONT AND RE-FLECTOR ON BACK OF BIKE ·COMMUNICATION ·MOVE AHEAD 4 SPACES	·HITCHED A RIDE ·HOSTILE ·MOVE BACK 10 SPACES
·WALKED BIKE ACROSS BUSY STREET ·I.P.D.A./PREDICTABILITY ·MOVE AHEAD 7 SPACES	·WEAVING IN AND OUT OF TRAFFIC ·HOSTILE/PREDICTABILITY ·MOVE BACK 8 SPACES	·RODE IN MIDDLE OF LANE, SLOWING TRAFFIC ·HOSTILE ·MOVE BACK 6 SPACES
·CARRIED PASSENGER ·HOSTILE ·MOVE BACK 5 SPACES	·BIKE HAS BELL ·COMMUNICATION ·MOVE AHEAD 2 SPACES	·DIDN'T RIDE IN DUST STORM ·HOSTILE ·MOVE AHEAD 6 SPACES
·CARRIED LARGE PACKAGE ·HOSTILE ·MOVE BACK 5 SPACES	·RODE IN BIKE WAY ·HOSTILE/PREDICTABILITY ·MOVE AHEAD 4 SPACES	·DIDN'T RIDE IN RAIN ·HOSTILE ·MOVE AHEAD 6 SPACES
·REPAIRED BIKE AWAY FROM ROAD ·HOSTILE ·MOVE AHEAD 3 SPACES	·OBEYED SIGNS AND SIGNALS ·PREDICTABILITY ·MOVE AHEAD 8 SPACES	·RODE IN SAME DIRECTION AS TRAFFIC ·I.P.D.A./PREDICTABILITY ·MOVE AHEAD 7 SPACES

CUT FOR PLAYING CARDS

CUT FOR MARKERS




START
LOWER YOUR RISK GAME
END

INFORMATION SHEET

MESA BICYCLE ORDINANCE

10-1-16. Traffic laws applicable to persons riding bicycles:

Every person riding a bicycle upon a roadway in the City of Mesa shall be granted all of the rights and shall be subject to all of the duties applicable to vehicles or by the traffic laws of this City of Mesa applicable to the driver of a vehicle, except as to special regulations herein and except as to those provisions of law which by their nature can have no application.

10-1-17. Obedience to traffic-control devices:

Any person operating a bicycle shall obey the instructions of official traffic-control signals, signs, and other control devices applicable to vehicles, unless otherwise directed by a police officer.

Whenever authorized signs are erected indicating that no right or left or U turn is permitted, no person operating a bicycle shall disobey the direction of any such sign, except where such person dismounts from the bicycle to make such turn, in which event such person shall then obey the regulations applicable to pedestrians.

10-1-18. Riding on roadways and bicycle paths:

Every person operating a bicycle upon a roadway shall ride as near to the right hand side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

Persons riding bicycles upon a roadway shall not ride more than two (2) abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

10-1-19. Speed:

No person shall operate a bicycle at a speed greater than is reasonable and prudent under the conditions then existing.

10-1-20. Emerging from alley or driveway:

The operator of a bicycle emerging from an alley, driveway, or building, shall upon approaching a sidewalk or the sidewalk area extending across any alleyway, yield the right-of-way to all pedestrians approaching on said sidewalk or sidewalk area, and upon entering the roadway shall yeild the right-of-way to all vehicles approaching on said roadway.

10-1-21. Clinging to vehicles:

No person riding upon any bicycle shall attach the same or himself to any vehicle upon a roadway.

10-1-22. Carrying articles:

No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one (1) hand upon the handle bars.

10-1-23. Parking:

No person shall park a bicycle upon a street other than upon the roadway against the curb or upon the sidewalk in a rack to support the bicycle or against a building or at the curb, in such a manner as to afford the least obstruction to pedestrian traffic.

10-1-24. Riding on sidewalks:

No person shall ride a bicycle upon a sidewalk within a business district.

The Chief of Police is authorized to erect signs on any sidewalk or roadway prohibiting the riding of bicycles thereon by any person and when such signs are in place no person shall disobey the same.

10-1-25. Lamps and other equipment on bicycles:

Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type which shall be visible from all distances from fifty feet (50') to 300 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500' to the rear may be used in addition to the red reflector.

No bicycle shall be equipped with nor shall any person use upon a bicycle any siren or whistle.

Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheel skid on dry, level, clean pavement. (Res. No. 860 10-19-1948)

10-1-26. Unlawful acts:

It shall be unlawful for any person to fail to register and secure license for any bicycle owned by such person, or to violate any of the provisions of the City of Mesa Bicycle Code, as stated herein, providing for the registration, licensing, and regulation of all bicycles operated in the Municipality.

That the parent of any child or the guardian of any ward shall not authorize or knowingly permit any such child or ward to violate any of the provisions of this chapter.

Every person convicted of a violation of any provision of this Chapter shall be punished by a fine of not more than $300, or by imprisonment in the City Jail for not more than 6 months or both, or by impounding of such person's bicycle for a period of not to exceed 60 days. Ird, #227 10-19-1948.

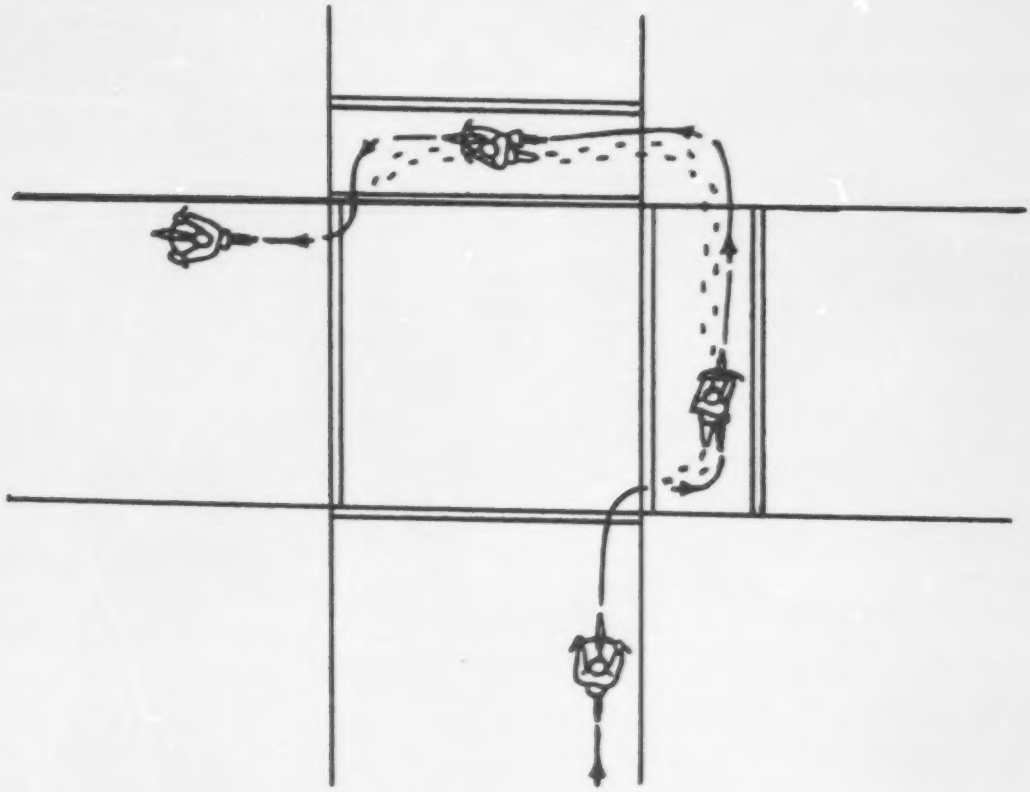
OPERATION OF BICYCLES

AND PLAY VEHICLES:

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less travelled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right-of-way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Refuse to carry passengers or large packages.
10. Make bicycle repairs off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should be painted white.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line - never weave in and out of traffic.
21. On less travelled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

OPERATION OF BICYCLES

AND PLAY VEHICLES:

ARIZONA REVISED STATUTES

28-811. Application of provisions

A. The parent of a child and the guardian of a ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this chapter.

B. The regulations of this chapter in their application to bicycles shall apply when a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated in this article.

28-812. Traffic laws apply to persons riding bicycles

Every person riding a bicycle upon a roadway shall be granted all the rights and shall be subject to all duties applicable to the driver of a vehicle by this chapter, except as to special regulations in this article, and except as to those provisions of this chapter which by their nature can have no application.

28-813. Riding on bicycles

A. A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

B. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped.

28-814. Clinging to vehicles

No person riding upon any bicycle, coaster, rollerskates, sled or toy vehicle shall attach the same or himself to any vehicle upon a roadway.

28-815. Riding on roadways and bicycle paths

A. Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practical, exercising due care when passing a standing vehicle or one proceeding in the same direction.

B. Persons riding bicycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

C. Wherever a usable path for bicycle has been provided adjacent to a roadway, bicycle riders shall use the path and shall not use the roadway.

28-816. Carrying articles

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handle bars.

28-817. Lamps and other equipment on bicycles

A. Every bicycle when in use at nightime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least five hundred feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on motor vehicles. A lamp emitting a red light visible from a distance of five hundred feet to the rear may be used in addition to the red reflector.

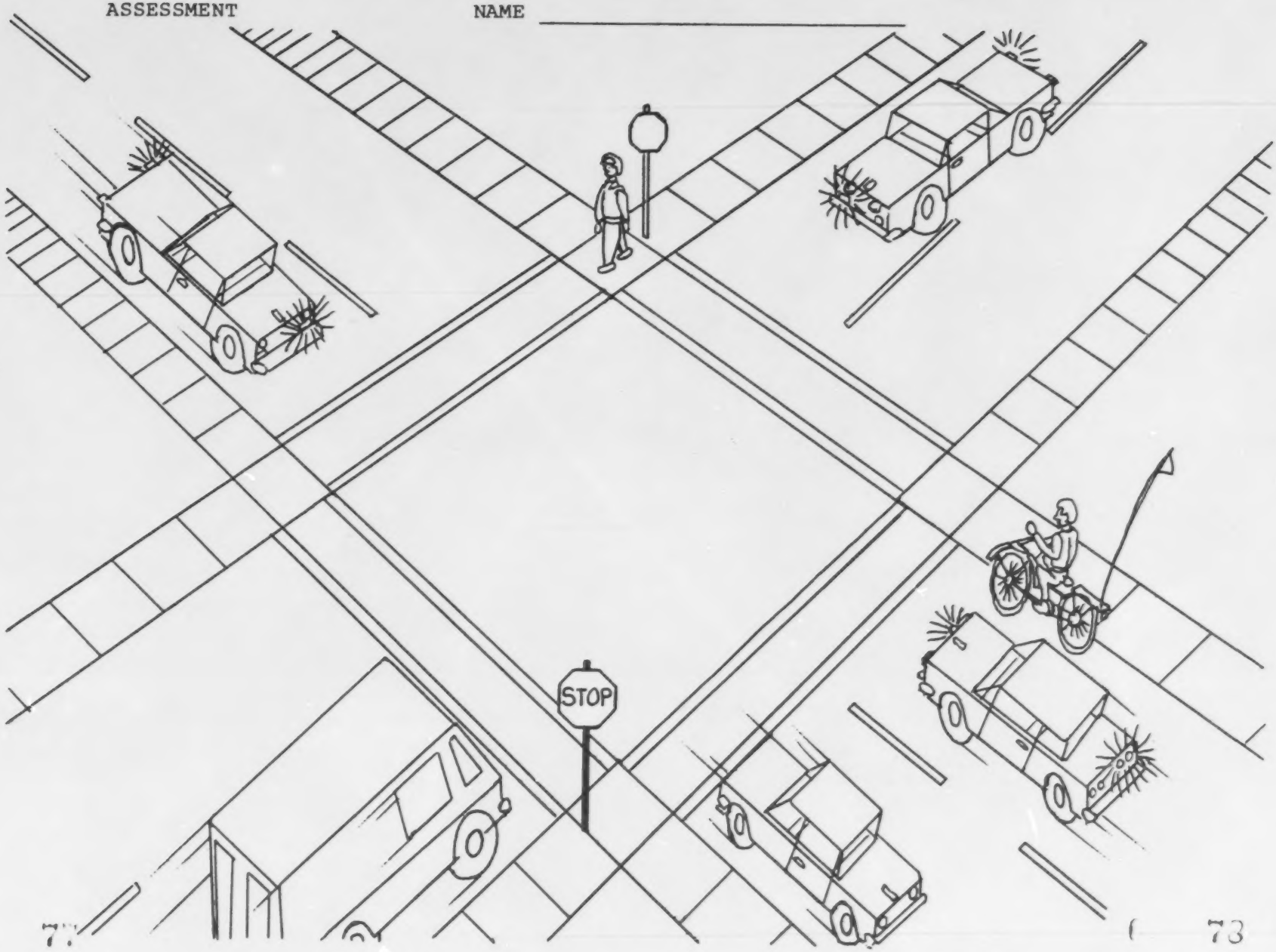
B. No person shall operate a bicycle equipped with a siren or whistle.

C. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

(from "ARIZONA REVISED STATUTES")
available from:

ARIZONA HIGHWAY DEPARTMENT
Traffic Safety Division
1655 West Jackson
Phoenix, Arizona 85007

ASSESSMENT NAME _____



ASSESSMENT NAME _____

The situation: The bicyclist wants to make a right-hand turn. You are the bicyclist.

a. What clues (information) can you *identify* about the situation that will help you?

b. What might you *predict* from your past experience or knowledge of the situation?

c. Using the clues you have identified and your predictions, what might you, the bicyclist, *decide* to do?

d. How do you *act* on your decision?

e. Is the risk involved in this situation high or low?

ASSESSMENT NAME KEY

The situation: The bicyclist wants to make a right-hand turn. *You* are the bicyclist.

a. What clues (information) can you *identify* about the situation that will help you.
   1. A car is signalling to turn left.
   2. A car is signalling to turn right and has a stop sign.
   3. A truck is moving straight ahead.
   4. The truck has a stop sign.
   5. A pedestrian is approaching a crosswalk.
   6. A car is turning right in the same lane as the bicycle rider.
   7. It is a busy street.

b. What might you *predict*?
   1. The truck will stop.
   2. Left turning car will make a turn after the oncoming car completes its right turn.
   3. The right turning car will stop.
   4. The pedestrian will wait at the curb.
   5. The bicycle rider will wait until the through traffic completes their turns.

c. Using the clues you have identified and your prediction, what might you, the bicyclist, *decide* to do?
   1. I can turn the corner quickly.
   2. I can wait and make eye-to-eye contact with the driver of the truck and the left and right turning cars before turning.
   3. I can wait until the truck comes to a complete stop and the left turning car has completed his turn.

d. How do you *act* on your decisions?
   1. Try to make eye-to-eye contact with the drivers.
   2. Wait for the truck to stop.
   3. Wait for the left turning car to make the turn.

e. Is the risk involved in this situation high or low?

   The risk is high because it is a busy street.

BI-VII

PASSENGER SAFETY – SEVENTH GRADE

"PASSENGER SAFETY AND RISK"

OBJECTIVE ONE

Given a written description of a passenger(s) entering, riding in or on, and exiting from a vehicle (either an automobile, bus, or special vehicle) the student will *identify* whether the risk is high or low for the passenger(s).

NOTE: Either Traffic Safety Concepts – Seventh Grade or other instruction on risk and traffic safety concepts should be completed before this lesson. For further information about risk and the traffic safety concepts, consult the information sheets included with this lesson.

KEY POINTS

1. Passengers in cars, buses, or special vehicles take a chance of getting hurt. The risk can depend on their actions as passengers. If a passenger distracts the driver, the chances of getting hurt are high. While riding in a car, bus, or special vehicle, passengers must use the decision-making process (I.P.D.A.), communicate, and act predictably to lower the risk.

2. Traffic Safety Concepts and the passenger:

   a. The street is a *hostile* place for passengers because the vehicles they are riding in can be in an accident and they can be hurt.

   b. Passengers can use the *decision-making process* to help the driver to be safer in traffic. They can use it to help themselves make decisions when entering, riding in, and exiting a vehicle.

   c. Passengers can *communicate* to the driver about dangerous conditions that may not be seen by the driver. They can tell other highway users what they are going to do.

   d. When passengers follow the correct procedures for entering, riding in, and exiting a vehicle, they are *predictable*.

3. Passengers should enter and exit an automobile on the curb side of the street. Upon entering a car, they should close and lock the door carefully, fasten their seatbelts, sit quietly and help the driver whenever possible.

4. Under normal and emergency conditions, the bus passenger should follow proper procedures and use caution, good manners and consideration for other people. At all times, the student should obey the bus driver and help by waiting, entering, riding in and exiting a bus in a quiet, orderly manner.

5. While riding in or on special vehicles, passengers should make sure they are riding with an experienced driver. The vehicle should be equipped to carry passengers. The passengers should wear the proper protective clothing. They should select a safe place to sit and obey all laws and rules. If the passengers follow the correct procedures, they can enjoy their special vehicles and lower their chances of getting hurt.

MATERIALS NEEDED

Make transparencies from masters A, B, C, D, and E. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the article, "The Passenger And School Bus Safety." (Activity 3)

For each student make a ditto copy of the Assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Previously, (in Seventh Grade, "Traffic Safety Concepts and Risk" or similar instruction) students learned risk is the chance you take of getting hurt in the hostile street environment. They learned some places and situations are more dangerous and have a higher risk than others.

   Passengers in automobiles, buses or special vehicles take chances of getting hurt each time they ride. The passengers must use the proper passenger procedures, make decisions (I.P.D.A.), communicate, and act predictably to lower their chances of getting hurt.

   Show transparencies A, B, C, D, and E. Identify the situations, locations and actions which have low and high risk. Discuss how using the proper passenger procedures,* the decision-making process (I.P.D.A.), communicating and acting predictably lower passengers' chances of getting hurt. (See the back of the transparency masters for ideas.)

2. Begin as in Activity 1. Add a *simulated demonstration* of proper passenger procedures.

*If review of passenger procedures is needed refer to the information sheets included with this lesson.

Explain that small groups of students will demonstrate the proper passenger procedures for entering, riding in or on, and exiting vehicles (automobile, bus or special vehicle). Divide the students into groups, arrange chairs to form a simulated car, bus or special vehicle (see diagrams, "Chair Arrangement For Simulated Vehicles") and give each group a situation to demonstrate. (See "The Passenger And Risk: Demonstration Situations.")

When groups are ready have them demonstrate their situations. After each group demonstrates, discuss how using the traffic safety concepts (decision-making process [I.P.D.A.], communicating and acting predictably) and proper passenger procedures, reduce risk in each situation.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

3. As a reading and social studies activity, distribute copies of the article "The Passenger And School Bus Safety." Have students read and discuss the information presented.

4. As an enlargement upon the proper passenger procedures have students check their family's vehicles and develop a list of safety devices used to make vehicles safer for passengers. (For example: safety belts, head rests, padded dashes and visors, safety glass in windshield.) Have students discuss the function of each device listed.

SUMMARY

Passengers in cars, buses, or special vehicles take chances of getting hurt. If they use the decision-making process (I.P.D.A.), communicate with the driver and other highway users, act predictably, and obey the safety rules, they can lower their chances of getting hurt. The decision-making process helps them to help the driver and themselves to be safer in traffic. Communication and predictability help the passenger to lower risk by telling other highway users what they can expect the passenger to do. When you are a passenger in a car, bus, or special vehicle, there is always some risk.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute the assessment item to each student. The student should circle the correct answer (either high or low) for each question. An assessment key is provided. To achieve this objective the student should answer correctly 7 of the 10 questions. Score, record, and give help where needed.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS

The basic traffic safety concepts are:

1. The street is a HOSTILE ENVIRONMENT made for heavy, high-speed vehicles and people can, and do, get hurt there when they do the wrong things.

2. Being safe in traffic involves making good decisions based on seeing and interpreting situations and events correctly. This DECISION-MAKING PROCESS includes four steps:

   a. IDENTIFY - find the important clues.

   b. PREDICT - figure out what might happen.

   c. DECIDE - figure out the best thing to do.

   d. ACT - do what you decide.

3. COMMUNICATION means giving and receiving information. The information tells:

   a. where people and things are.

   b. what people are doing.

   c. what people should do.

   d. what people are going to do.

4. Being PREDICTABLE means communicating to others what you are going to do, doing what you are expected to do, and not surprising others with unexpected actions.

INFORMATION SHEET

TRAFFIC SAFETY CONCEPTS AND RISK

Risk is the chance a person takes of getting hurt in traffic.

1. The street is a hostile environment for the pedestrian, bicyclist, and passenger because of the risk of being hurt or killed. The risk is high because the street is made primarily for the operation of heavy, high speed vehicles.

2. The risk the pedestrian, bicyclist, and passenger may take in a given traffic situation are directly influenced by the decision-making process (I.P.D.A.). Identifying the important clues, predicting what might happen and then deciding the best action to take in the safest place or situation, an intelligent person will decide to do that which involves the lowest risk.

3. Communication among highway users reduces risk of being hurt or killed. The information given and received helps pedestrians, bicyclists, and passengers select actions and situations involving the least risk.

4. Highway users are predictable when they communicate with others to tell them in advance what they are going to do. When they obey a common set of rules and regulations and are predictable they reduce the risk of being injured or killed.

5. When all choices involve too much risk the best decision is to wait and not take any action at all.

INFORMATION SHEET

HIGH RISK SITUATIONS AND LOCATIONS

Crossing or riding on heavily travelled streets.

Crossing or riding on high-speed roadways.

Walking near or riding on roadways during bad weather.

Crossing streets without marked crosswalks, traffic signals or signs.

Crossing roadways with many lanes of traffic.

Holding on to a passing truck or bicycle when riding on your bicycle.

Riding your bicycle at high speeds.

Sticking arms, legs, or body parts outside a moving vehicle.

Placing loose objects on the shelf behind the back seat or above the instrument panel.

Riding your bicycle across a busy street rather than walking it across in a marked crosswalk.

Hitch-hiking a ride with someone.

Running across the roadway.

Changing lanes or turning without giving an arm signal.

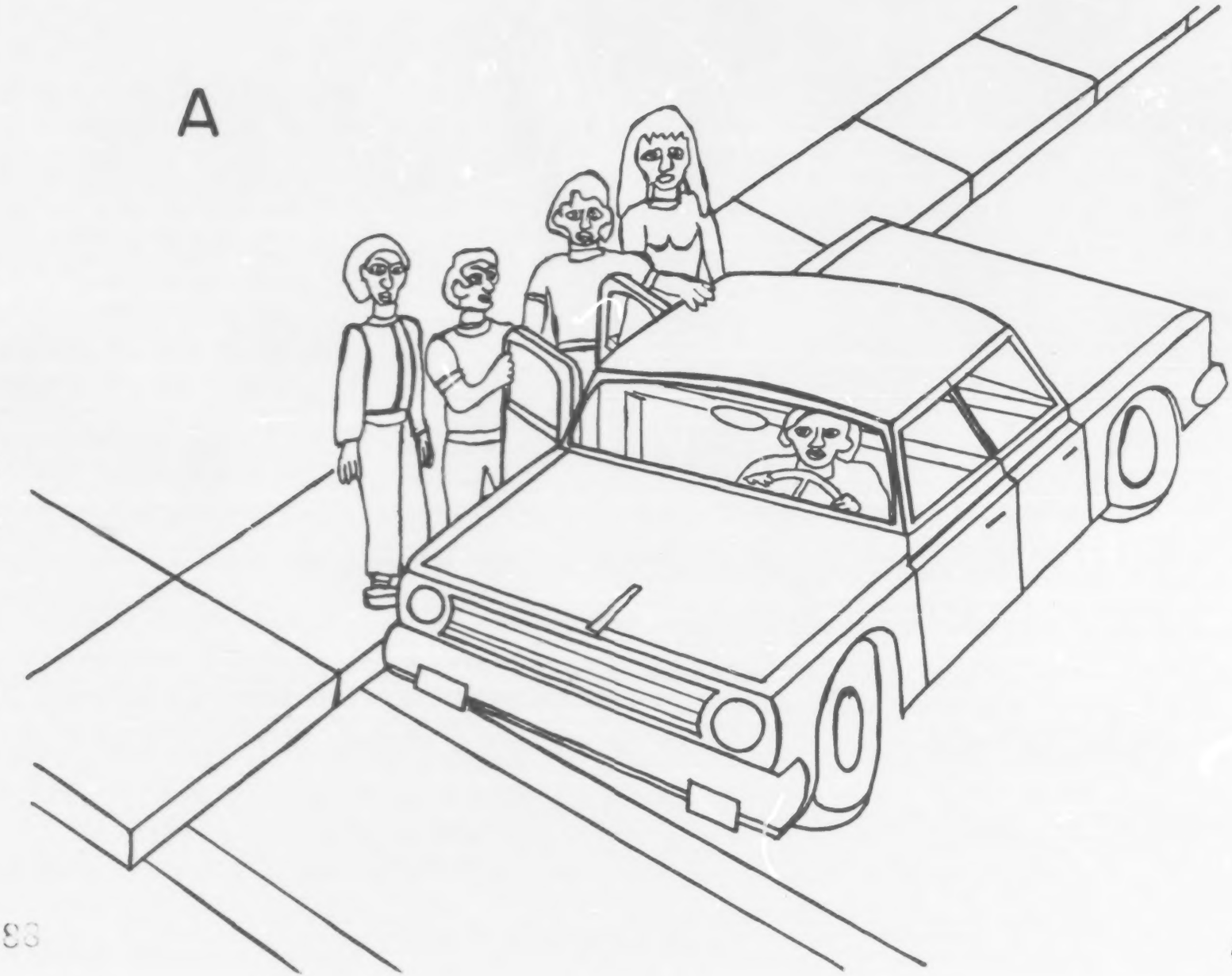
Disobeying laws and rules.

Failure to communicate with other highway users.

Not establishing direct eye-to-eye contact, looking directly at the eyes of other highway users and being sure they are looking directly at you.

Acting in unpredictable ways, doing things other highway users don't expect you to do.

A



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Situation A: You and three other students are waiting to enter a car. The car is pulling up to the curb.

Identify: It is a heavily traveled street. The amount of risk for you, the passenger, is greater than on a lesser traveled street.

Predict: You and the three other students should stand well back from the curb until the car has come to a complete stop. Drivers of other vehicles will expect you to enter the car from the curb side.

Decide: Using all safety techniques you've learned you should *communicate* and act *predictably* by:

a. Standing well back from the curb until the car has come to a complete stop.

b. Loking directly at the car driver's eyes and making sure the driver looks at you. Be sure the driver plans to remain stopped until you get in.

c. Establishing eye-to-eye contact with anyone nearby, determining that it is safe to open the car doors.

d. Deciding it is safe, there is less chance of being hurt, if you enter the car from the curb rather than the street side.

e. Establishing eye-to-eye contact with anyone nearby, you determine it is safe to close the door.

Act: Stand well back from the curb until the car comes to a complete stop. Look directly at the driver's eyes to be sure the driver sees you and plans to remain stopped. Establish eye-to-eye contact with any nearby persons to determine it is safe to open the car door. Enter the car from the curb side. Slide across the seat to the left side and permit other passengers to enter from the curb side. Carefully close and lock the doors.

Remember: Taking the safest, most predictable action with the *lowest risk* and communicating your plans to others reduces your chances of being hurt or killed. The street is a hostile environment and you must use all rules and information available to reduce risk.

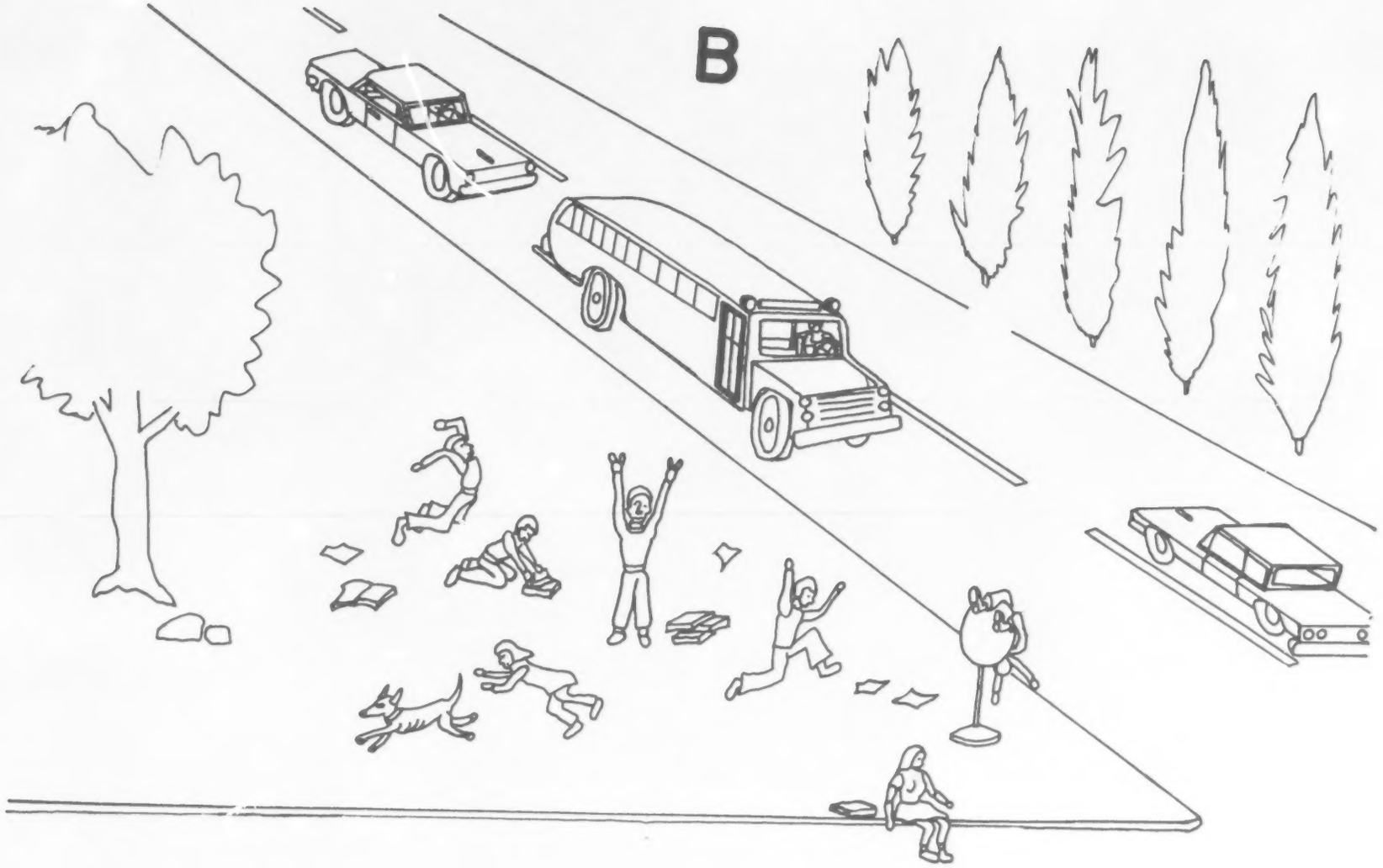
NOTE: There are other decision-making points necessary during this procedure that may be interesting for discussion:

– Who will get in first?

– What should (responsibility) the person do who will be getting in first?

– What should (responsibility) the person do who gets in last?

– What decisions does each person have and does each person have different decisions?



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Situation B: You and several other students are at the bus stop. The bus is approaching.

Identify: It is a heavily traveled street. The amount of risk is high. The students by shoving, pushing, and "horsing around" are greatly increasing their chances of being hurt.

Predict:

a. The bus will soon be here.

b. Somebody might accidently knock you into the street.

c. You will need to be alert in this hostile environment to keep from being hurt.

Decide: Using all safety techniques you've learned you should *communicate* and act *predictably* by:

a. Paying close attention to the hazards of the heavily traveled street and the rowdy children.

b. Lining up in an orderly manner.

c. Remaining well back from the curb until the bus has come to a complete stop and the door has opened.

d. Helping younger children and not pushing or shoving.

Act: Pay close attention to the hazards of the heavily traveled street. Line up in an orderly manner and remain well back from the curb until the bus has come to a complete stop and the door has opened. Help the younger children and avoid pushing or shoving.

Remember: The street is a hostile place. The risk you take in acting carelessly greatly increases your chances of being hurt or killed.

C

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Situation C: You and another passenger are ready to get in a pickup truck.

Predict: You are expected to remain well back from the curb until the truck comes to a complete stop. Use eye-to-eye contact to determine that the driver plans to remain stopped and to see if anyone is near before opening the door. You are expected to climb into the cab on the curb side.

Decide: Using all safety techniques you've learned you should *communicate* and act predictably by:

a. Remaining well back from the curb until the truck has come to a complete stop.

b. Using eye-to-eye contact with a driver and with nearby persons before opening the door.

c. Climbing into the cab on the curb side.

Act: Remain well back from the curb until the truck comes to a complete stop. Use eye-to-eye contact with the driver and any nearby persons to determine if it is safe to open the door. Carefully open the door and climb in from the curb side.

Remember: You greatly increase your chances of being hurt when you ride in the back of a pickup truck. If at all possible you should avoid riding anywhere except *inside* the truck cab.

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D

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Situation D: You are getting on your father's motorcycle and preparing to ride as a passenger.

Identify: The motorcycle is parked beside the curb. It is near a busy intersection. The cycle has passenger footpegs and a passenger seat but no helmet is available.

Predict:

a. Riding a motorcycle is much more hazardous than riding in a car.

b. If there is an accident you would very probably receive, among other injuries, a severe head injury.

c. If you were injured your father would be "heart broken."

Decide: Using all safety techniques you've learned you should *communicate* and act *predictably* by not riding unless a helmet is provided.

If a helmet is provided you will further decrease the risk by:

a. Sitting astride the seat.

b. Holding on to the driver's waist.

c. Keeping your feet on the passenger footpegs.

d. Wearing other protective clothing such as:

1. Heavy shoes.

2. Heavy pants and shirt.

3. Gloves.

Act: DO NOT ride on the motorcycle if no helmet is provided. Ride on the motorcycle and follow proper procedures if a proper fitting helmet is provided.

Remember: When all of the choices involve *too much risk*, the *best* action is to wait and not take any action at all.

PS-VII

E

THE PASSENGER AND RISK:

DEMONSTRATION SITUATIONS

A. ENTERING AN AUTOMOBILE

Who: 1 driver and 4 passengers (you may add other drivers moving up and down the street and pedestrians walking on the sidewalk.)

Where: Curb and sidewalk of a heavily traveled street.

What: You and the other passengers are waiting on the sidewalk. A car is pulling up to the curb. All of you want to get in.

How: Using all safety techniques you've learned, identify that the street is heavily traveled. Stand well back from the curb until the car has come to a complete stop. Look directly at the driver's eyes and make sure the driver sees you and plans to remain stopped until the passengers have entered the vehicle. Establish eye-to-eye contact with people who are nearby. Determine it is safe to open the car door. Open the door on the curb side, enter and slide across the seat to permit other passengers to also enter from the curb side. Close and lock the doors.

Remember: Risk is lower when you enter from the curb side.

B. WAITING FOR THE BUS

Who: 1 bus driver and 6 or 8 bus passengers. (You may modify by adding car drivers and pedestrians to the street scene.)

Where: Bus stop on a heavily traveled street.

What: You and several other students are at the bus stop. The bus is approaching.

How: Using all safety techniques you've learned, identify that the street is heavily traveled and pay close attention to its hazards. Line up in an orderly manner and remain well back from the curb until the bus comes to a *complete* stop and the door is open. Help the younger children and avoid pushing and shoving.

Remember: You lower risk by being orderly and courteous.

C. GETTING IN A PICKUP

Who: 1 driver and 2 passengers.

Where: Curb and sidewalk of a heavily traveled street.

What: You and another passenger are ready to get in a pickup truck.

How: Using all safety techniques you've learned, identify that the street is heavily traveled. Remain well back from the curb until the truck comes to a complete stop. Use eye-to-eye contact with the driver and anyone nearby to determine if it is safe to open the door. Carefully open the door and climb in from the curb side.

Remember: It is very dangerous to ride in the back of a pickup truck. To lower risk avoid riding there.

D. GETTING ON A MOTORCYCLE

Who: 1 driver and 1 passenger.

Where: Curb side of street near a busy intersection.

What: You want to ride on a motorcycle with your father.

How: Using all safety techniques you've learned identify that you are near a busy intersection. Put on the helmet and sit astride the seat. Hold on to the driver's waist and place your feet on the passenger footpegs. You should be wearing protective clothing.

Remember: You lower your chances of getting hurt if you wear protective clothing, sit in the proper place and follow the proper procedures.

E. ENTERING A CAMPER

Who: 1 driver and 4 or 5 passengers.

Where: The driveway of a home.

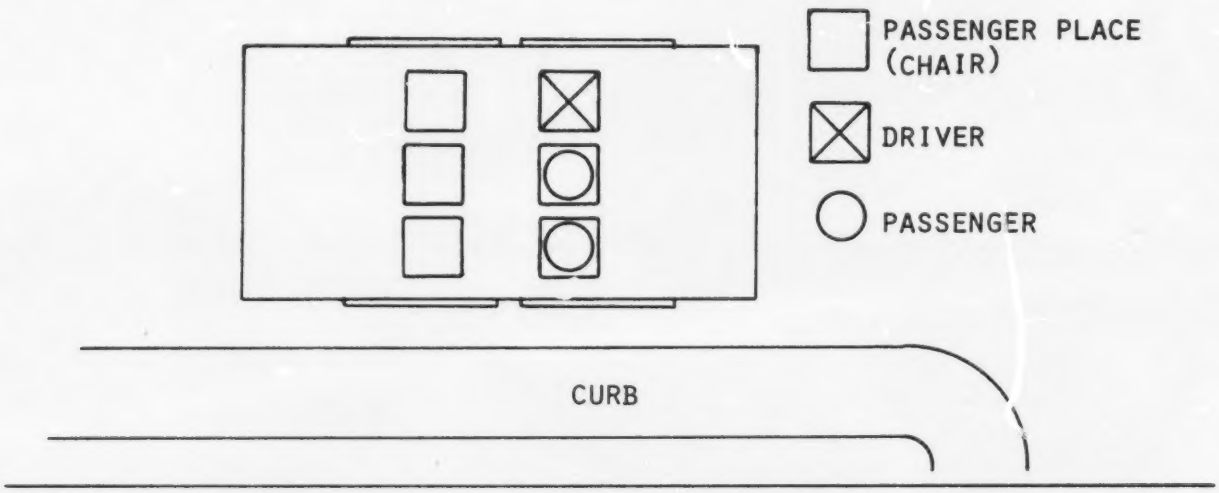
What: You and 3 or 4 others are getting in a camper parked in your driveway. Your family is going to the lake.

How: Using all safety techniques you've learned open the door carefully and step up into the camper. Communicate to the driver to delay starting. Close all cabinet doors and cabinets and store all loose articles. Lock the door and leave it alone. Find a regular, attached seat and remain seated for the entire trip. Let the driver know you're ready to go.

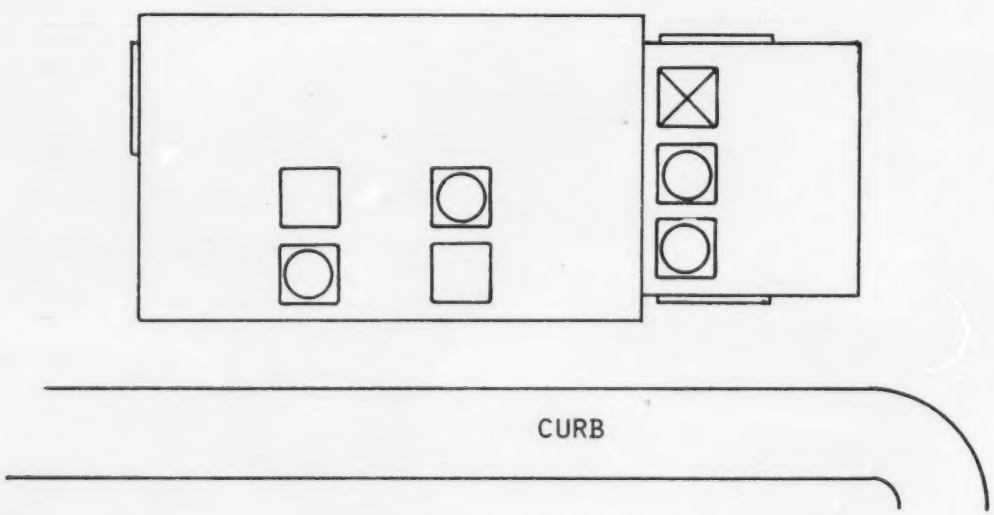
Remember: The risk of injury when riding inside the camper is greater than riding in the cab. There are no seatbelts to hold you in your seat and there are sharp corners and objects you could hit.

CHAIR ARRANGEMENTS FOR SIMULATED VEHICLES

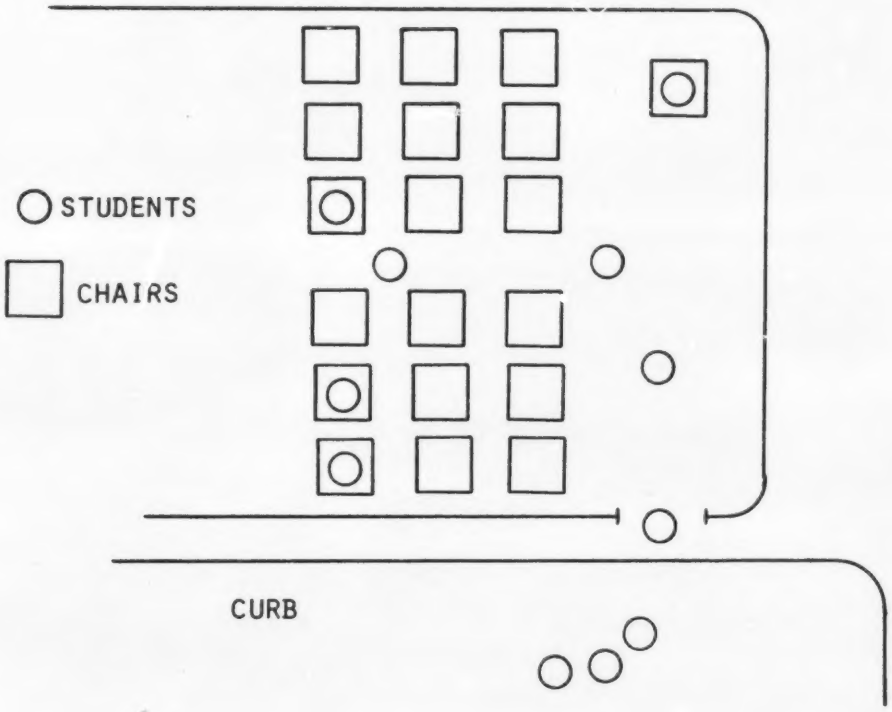
AUTOMOBILE



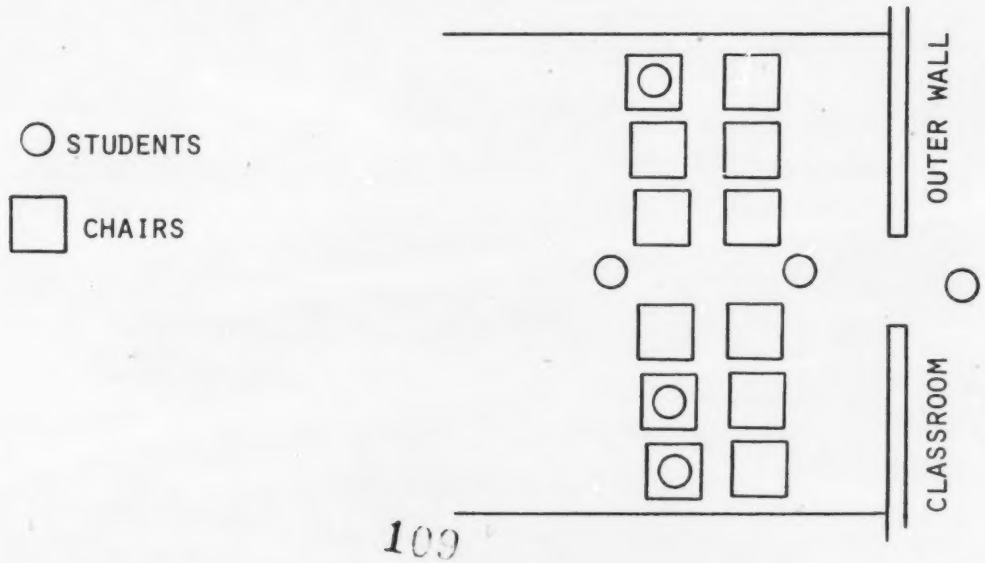
CAMPER



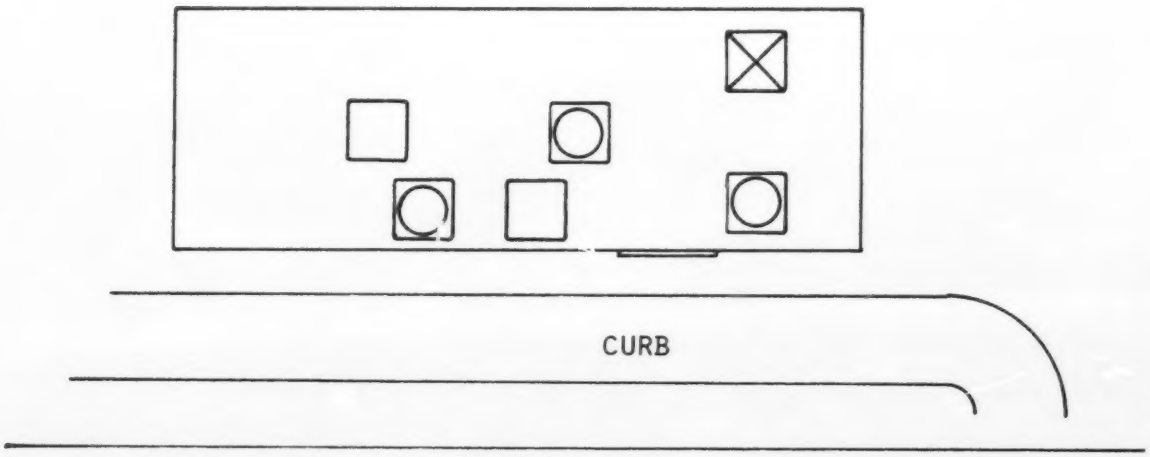
SUGGESTED SETTING FOR BUS UNLOADING AREA



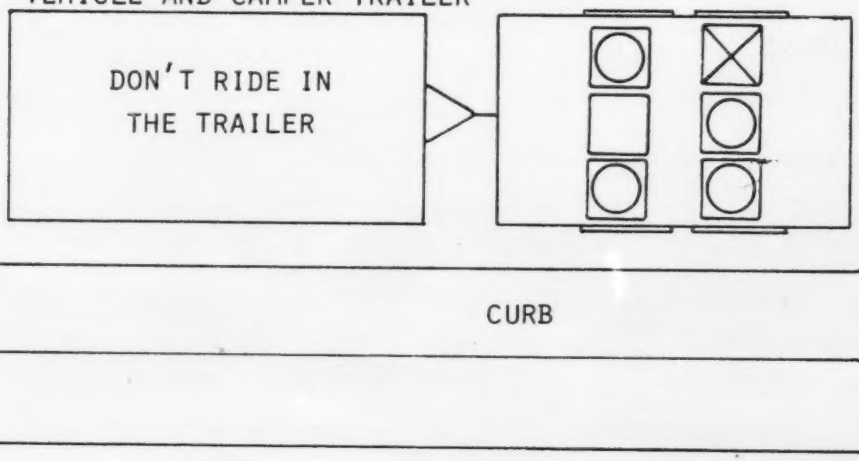
SUGGESTED SETTING FOR EMERGENCY EXIT



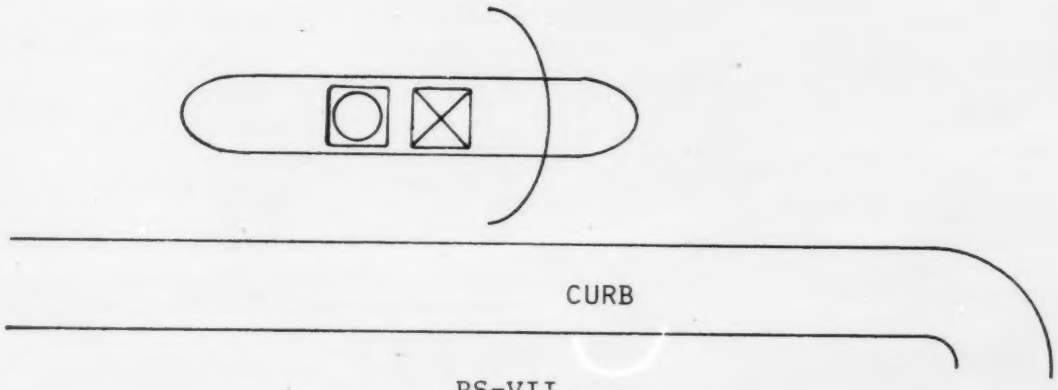
MOTORHOME



VEHICLE AND CAMPER TRAILER

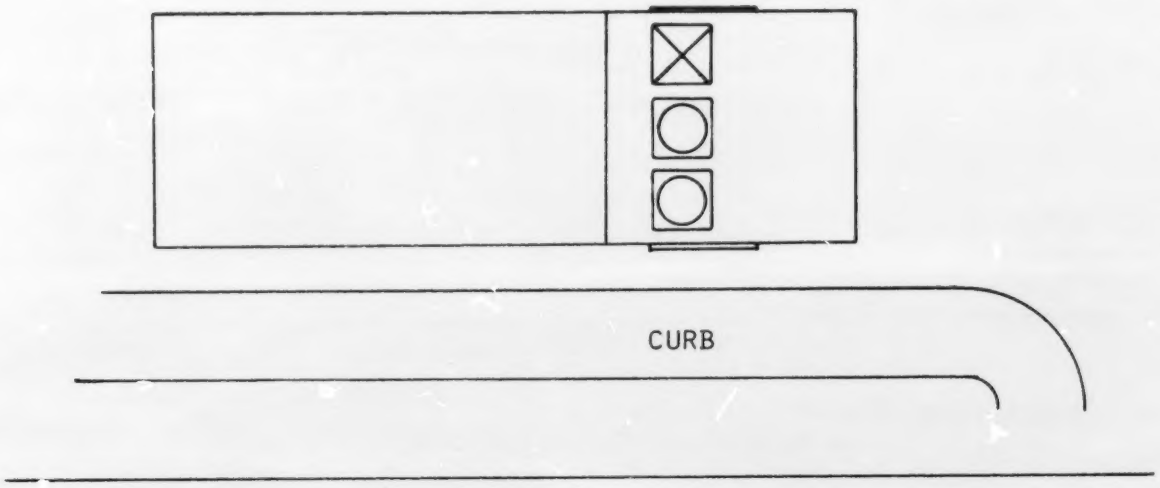


MOTORCYCLE/SNOWMOBILE

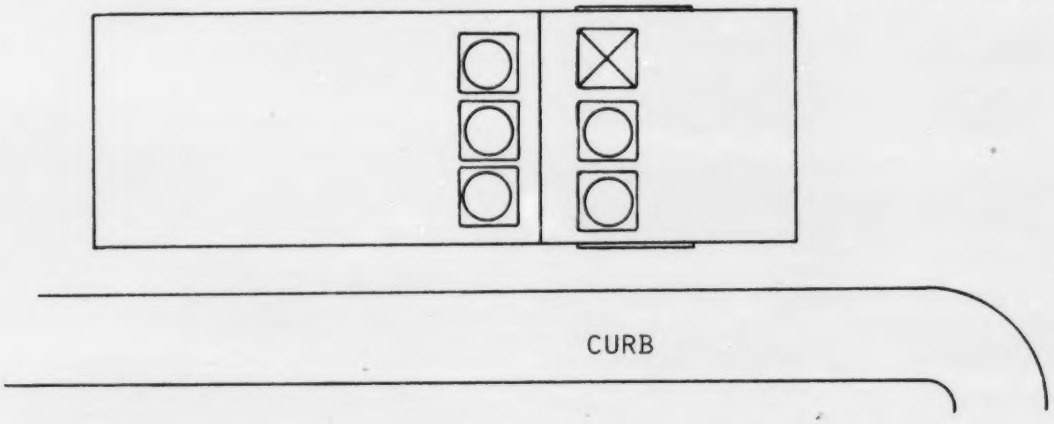


PICK-UP TRUCK

Best location is in cab



Locations if necessary to sit outside cab



THE PASSENGER AND SCHOOL BUS SAFETY

DIRECTIONS: Read the article. Think about the situations. How could using the traffic safety concepts and proper passenger procedures *not only* reduce risk but *also* show respect for rights of others?

Taking the bus to school is something you probably do five days a week and about 250 times a year. It goes something like this, doesn't it? Every morning you jump—or maybe crawl—out of bed at 7:30 a.m. You wash your hands and face (don't forget your ears!) and eat your eggs, toast, and cereal. Then you brush your teeth, kiss mom good-by and run to meet your friend Tim. Maybe once in awhile you'll forget your lunch or a book and you'll have to go back, but most every day you follow the same routine.

Those first few mornings when you were just learning to take the bus, you were probably not quite sure how to go about it, so you were extra watchful crossing those strange streets and pretty careful about how you acted on the bus.

But now you're an old hand at it, so why not, just walk across that street without looking? You've crossed it every morning all year and there are never any cars passing.

How about racing Tim to the bus stop? It's faster and more fun to run than walk. And it also means you can sleep a little bit longer.

And then when the bus comes why not push and shove for a good seat? You've been riding the bus so long you deserve one.

When you're finally on the bus, there's no reason to stay seated. You're not going to trip or fall when the bus jiggles—you're used to all the bounces and jerks.

And since you know your busmates so well, you can clown around all the way. Besides, it's fun to throw paper airplanes at kids' heads—especially the ones who are sitting quietly and facing forward—they never fight back.

Why not just do what you want? The bus driver won't care—he's an old friend. He'd never get mad.

Everything that you do in the morning has become such a habit that you don't even have to think about it. You could probably do it all with your eyes closed. As a matter of fact, how about it? That's a new one to make that boring morning walk a little more interesting. Sure, why not make it fun?

You want to know why not? Here's one reason: Eleven-year-old Leslie Duff of Newport Beach, California, thought it would be funny to kick at a classmate. Lessle kicked and lost her balance. She was crushed to death beneath the wheels of the bus she probably rode every day.

And here's another reason—Ned McConnell was running to catch his school bus when he slipped and fell under the wheel. He was killed.

And you think your friend the bus driver isn't bothered by fun and games? It bothered one bus driver in Connecticut. Two boys (maybe just like you and Tim?) were fighting. This distracted their friend, the bus driver, who lost control and the bus ran off the road into a tree.

What happens when it gets noisy in the bus and you want to find out what Tim's doing after school? He's way up in front of the bus so you yell at him. How can that annoy the bus driver? The driver can still see the road! Well, it just so happens that, at the same time, Mary wants to know what Carol's doing after school, and Larry wants to find out if Hal will play basketball at recess. Also, Susie is asking Joe if he did problem four in the math homework and Karen is shouting about trading a peanut butter sandwich for a roast beef. It all adds up to a lot of noise for the bus driver.

Don't you wonder how the driver will hear that ambulance siren or that railroad signal? One child died and 23 were injured because a bus driver couldn't hear. The surburban New York bus had stopped at a track crossing. The driver probably looked both ways and couldn't see anything and started across. If the driver had been able to hear the driver wouldn't have pulled right into the path of a speeding train.

There's enough proof right here. If you're taking your school bus behavior for granted, it could mean trouble. Think about all those little things you do every morning when you take the bus. Don't let bad school bus habits become part of your morning routine. Get out of that dangerous rut and back on the road to school bus safety.

Follow the example of those kids sitting quietly and facing forward. They're saving their energy for recess at the school playground and—look out—they just might outrun you today.

Adapted from: *School Safety*, a publication of the National Safety Council, September–October, 1968.

INFORMATION SHEET

PASSENGER PROCEDURES FOR ENTERING, RIDING IN, AND EXITING A CAR

Entering

a. Wait for car to come to complete stop before touching handle.
b. Enter from curb side.
c. Check to be sure no hands or fingers are in door before it is closed.
d. Lock door.
e. Leave doors alone until car is stopped and passenger is ready to get out.

Riding

a. Lock door and leave it locked.
b. Fasten seat belt.
c. Place loose articles on floor.
d. Sit quietly.
e. Don't block driver's view.
f. Don't distract driver.
g. Don't "horse around."
h. Keep arms, legs, and other body parts inside car.
i. Ride inside car, not on hood or fenders.
j. *Never* touch *any* car controls or switches.

Exiting

a. Wait for car to come to complete stop before opening door.
b. Check before opening door to make sure no one is near door.
c. Exit on curb side.
d. Close car door after being sure no hands or fingers are in danger.
e. Make sure street is clear before crossing street.

Helping Driver

a. Identify clues in hostile street environment that driver may not have noticed; i.e., people or things the driver may not have seen.
b. Quietly tell the driver about the people or objects.
c. Don't distract the driver.
d. Don't talk loudly.
e. Don't talk *too* much. Remember the driver is busy with driving.
f. Give the driver help in backing if it is hard for the driver to see everything.

INFORMATION SHEET

PASSENGER PROCEDURES FOR ENTERING, RIDING IN, AND EXITING A BUS: NORMAL AND EMERGENCY CONDITIONS

NORMAL CONDITIONS

Waiting

a. Get to stop 5 minutes early.
b. Do not play in the street.
c. Line up in an orderly manner.
d. Be courteous and help younger children.
e. Do not push and shove.
f. Stay well back from street and pay close attention to the hazards of the *hostile environment.*

Entering

a. Wait for bus to come to complete stop and door to be opened before moving toward bus.
b. Use handrail and go up steps one at a time.
c. Enter one person at a time.
d. Don't push or shove.
e. Take seat quickly and quietly.

Riding

a. Stay seated.
b. Don't play or wrestle.
c. Talk quietly.
d. Don't make loud noises that might distract driver.
e. Keep objects out of aisle.
f. Put books and lunch boxes on lap.
g. Don't throw things inside or outside the bus.
h. Keep arms, legs and other body parts inside bus.
i. Don't open windows without driver's permission.

Exiting

a. Wait for bus to come to complete stop before leaving seat.
b. Allow those sitting in front to get off first.
c. Exit through front door in single file.
d. Don't push or shove.
e. Use handrail and take one step at a time.
f. Don't jump.
g. Move away from bus just as soon as you get off.
h. Cross street in *front* of bus.
   (1) make sure driver of bus sees you.
   (2) make sure street is clear.
i. Go directly to destination.

EMERGENCY CONDITIONS

Exiting

a. Locate emergency door.
b. Sit quietly and wait for instructions.
c. Follow instructions of driver or person in charge.
d. Exit quietly in single file and don't push or shove.
e. Let those closest to exit leave first.
f. Move off road and away from bus.
g. Stay in group.
h. Older students assist younger students.

The following items state why the passenger is still in a hostile environment and suggest a few ways in which the passenger may utilize the decision making process, communication, and predictability.

1. Why are you, as a passenger, in a hostile environment?

   a. Your driver could make a mistake.
   b. The vehicle could be involved in an accident while you're riding in it.
   c. You could be thrown out of the car and run over if an accident occured or when the car turns and a door flies open.
   d. Your fingers or something else can be injured by closing doors or windows.
   e. You can get hit by other cars as you enter and exit your car, or as you cross the street to get to your car and leave your car.

2. How do you, as a passenger, use the decision making process?

   a. Closing the car door

      (1) You look around to identify that no one has hands or fingers in the door.
      (2) You predict from the position of all others that no one is about to put their hand or fingers in the door.
      (3) You decide everything is clear to close the door.
      (4) You act upon your decision by closing the door.

   b. Putting on seat belt

      (1) You identify that seat belts are available.
      (2) You predict that you may use them, that they will help prevent injuries if there is an accident, and that the driver would want you to wear them.
      (3) You decide to wear them.
      (4) You act upon your decision and fasten your seat belt.

   c. Other decision-making processes could include:

      (1) approaching a car to get in.
      (2) riding with other passengers.
      (3) exiting the car.
      (4) carrying objects in the car.
      (5) playing the radio.

3. How do you, as a passenger, use predictability and communication?

   a. Predictability

      (1) You wear seat belts and lock doors.
      (2) You open your door and get out on the curb side.
      (3) You do not attempt to enter or exit the vehicle until it is completely stopped.
      (4) You do not distract the driver.

   b. Communication

      (1) You look carefully and establish that nearby persons are not in danger before opening or closing doors.
      (2) You quietly advise the driver of any dangers he may not see.
      (3) You help the driver back the car if it is hard for him to see everything.

The following states why the bus passenger is still in a hostile environment and suggests a few ways in which the bus passenger may use the decision making process, communication and predictability.

1. Why are you, as a bus passenger, in a hostile environment?

   a. You may be injured while you are waiting at the bus stop.
   b. The bus driver could make a mistake.
   c. The bus could be involved in an accident while you're riding in it.
   d. There is less padding on seats and the bus interior to protect you during sudden stops and crashes.
   e. You don't have seatbelts to hold you in your seat or the vehicle.
   f. Your fingers could be injured in a closing window.
   g. You enter and exit the bus in situations where there is more traffic than in your own driveway.

2. How do you, as a passenger, use the decision making process?

   a. Entering the bus

      (1) You identify that the bus has come to a complete stop, the door is open, and no one is in your way.
      (2) You predict that the bus will remain stopped.
      (3) You decide to safely walk up the steps.
      (4) You act upon your decision by using the handrail, walking up the steps one at a time, and avoiding others.

   b. Other decision making processes could include:

      · waiting in line at the bus stop
      · riding in the bus
      · exiting the bus under normal conditions
      · exiting the bus under emergency conditions
      · carrying objects in the bus

3. How are you, as a passenger, predictable and how do you communicate?

   a. Predictability

      (1) You stand well back from the curb until the bus has come to a complete stop and the door is open.
      (2) You place objects on the seat or the floor but not in the aisle.
      (3) You find a seat and remain in it until the bus comes to a complete stop and you are ready to exit.
      (4) You keep your arms, head, and legs inside the bus.
      (5) You sit and talk quietly enough not to distract the driver.
      (6) You help younger children.
      (7) If the driver talks to you, you listen very carefully and do what he asks you to do.

b. Communication

(1) You use eye contact* to determine what other passengers plan to do.
(2) If you must cross the street you get far enough ahead of the bus for the bus driver to see you and establish eye contact* with him.
(3) You establish eye contact* with other drivers and use other traffic safety techniques to safely cross the street.

4. How do you use the basic traffic safety techniques in an emergency?

a. Identify the emergency, i.e.: flat tire, crash with a car, bus in ditch, bus on fire, etc.
b. Predict that the driver will give you directions for exiting or remaining on the bus and will expect you to remain calm and orderly.
c. Decide to follow the driver's direction and determine the exit to be used.
d. Act by following the driver's directions and exiting the bus one at a time, following the person in front of you out the designated exit. Move away from the bus and the roadway, staying with the group.

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*Eye Contact: Look directly at their eyes. Are they looking at you? Do they see you?

INFORMATION SHEET

PASSENGER PROCEDURES FOR ENTERING, RIDING IN OR ON, AND EXITING SPECIAL VEHICLES

CAMPERS AND MOTORHOMES

a. Wait for vehicle to be completely stopped.
b. Step up into the vehicle.
c. Check to be sure no hands or fingers are in the door before closing it.
d. Lock door and leave it alone.
e. Make sure drawers and cabinet doors are closed tightly and all loose objects secured in place.
f. Select a proper (regular, attached) seat and remain seated as long as the vehicle is moving.
g. Let someone outside the vehicle open the door when the vehicle stops.
h. Watch step when leaving the vehicle.

MOTORCYCLES AND MOTOR DRIVEN CYCLES

a. Ride only on vehicles which have a rear seat or side car and passenger footpegs.
b. Sit astride the seat.
c. Hold on to the driver's waist while in motion.
d. Keep feet on passenger footpeg at all times.
e. Lean in the same direction as the driver.
f. Wear a helmet to guard against head injuries.
g. Wear protective clothing: i.e., goggles; face shield or safety glasses; long sleeve coat; long, snug, heavy pants; and heavy shoes or boots.

PICKUP TRUCK

Whenever possible, ride in the cab. If it is necessary to ride in the back:

a. Sit on the floor and lean against the cab.
b. Remain seated as long as the truck is in motion.
c. Don't attempt to stand up or leave the vehicle until eye-to-eye contact has been established with the driver and you are sure the driver plans to remain stopped.

SNOWMOBILES

a. Sit on the proper seat behind the driver.
b. Place feet on the running board.
c. Hold on to the driver's waist.
d. Wear appropriate clothing; i.e., a warm hat, mittens or gloves, boots, heavy coat and eye protection.

TRAVEL TRAILERS

a. It is illegal and dangerous to ride in a moving trailer.

The following items state why the passenger is still in a hostile environment and suggests a few ways the passenger of special vehicles may utilize the decision making process, communication, and predictability.

1. Why are you, as a special vehicle passenger, in a hostile environment?

   Even though you are a passenger not a driver, the street still remains a dangerous place where high speed vehicles operate. You can still get hurt or killed there.

   a. Your driver could make a mistake.
   b. The vehicle you're riding in or on could be involved in an accident while you're riding in it.
   c. You could be thrown from the vehicle.
   d. Your fingers or someone else's could be injured by closing doors or windows.
   e. Inside motor homes and campers you could be hurt by opening doors or falling and flying objects or be thrown against sharp corners of cabinets, etc.
   f. If you are riding in off-the-road areas, the cycle or snowmobile could run into an object and overturn or crash, injuring or killing you.

2. How do you, as a passenger, use the decision making process?

   a. Riding a motorcycle

      (1) You identify that the cycle has a passenger seat and passenger footpegs.
      (2) You identify that there is an extra helmet.
      (3) You predict that you may use the helmet and are expected to sit astride the passenger seat with your feet on the footpegs.
      (4) You decide to wear the helmet and sit carefully astride the seat with your feet on the footpegs.
      (5) You act upon your decision by putting on the helmet, sitting astride the passenger seat, and putting your feet upon the footpegs.

   b. Other decision making processes could include:

      · entering, riding in, and exiting the back of a pick-up truck.
      · deciding whether the driver is skilled, experienced, and safe for you to ride with as a passenger.
      · carrying objects in the camper, motorhome or truck.
      · entering the camper or motorhome.
      · riding in the camper or motorhome.
      · exiting the camper or motorhome.
      · mounting and dismounting a snowmobile or motor driven cycle.
      · riding on a snowmobile or motor driven cycle.

3. How do you, as a passenger, use predictability and communication with the driver of your special vehicle.

   a. Predictability

      (1) You lock doors.
      (2) You remain seated when the vehicle is in motion.
      (3) You do not attempt to enter or exit the vehicle until it is completely stopped.
      (4) You do not distract the driver.
      (5) You sit in the proper place or seat and remain seated.
      (6) When riding cycles or snowmobiles, you hold onto the driver's waist.

   b. Communication

      (1) You establish eye-to-eye contact with the vehicle driver to be sure he plans to remain stopped before getting up to leave the vehicle.
      (2) You quietly advise the driver of any dangers he may not see.
      (3) You help the driver if it is hard for him to see everything.
      (4) You establish eye-to-eye contact with nearby persons before opening and closing doors.

INFORMATION SHEET

REGULATIONS AND LAWS GOVERNING PUPIL TRANSPORTATION

STATE OF ARIZONA

REGULATIONS

1. Standing

   Standing shall not be permitted on any school bus. A school bus shall not be put in motion until all pupils are seated. Ref. A.R.S. 28-901. A. In unloading pupils, the driver shall not allow pupils to leave their seats until the bus comes to a complete stop.

2. Loading and unloading pupils

   Whenever a school bus stops to discharge or load pupils who must cross the street or highway, the pupils shall cross in front of the bus. The bus shall not be moved until all pupils discharged from the bus who must cross the street or highway have done so. The driver of the bus shall not permit the pupils to be discharged from the bus to cross the street or highway until they may safely do so.

3. Authority of drivers

   The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the governing board of the school. (All adult passengers such as coaches, teachers, monitors, etc., are also under the authority of the school bus driver.)

4. Smoking in bus

   Smoking in a school bus shall be prohibited whenever pupils are aboard.

5. Intoxicating liquors

   No intoxicating liquor shall at any time be carried in a school bus.

6. Animals

   No animal shall be transported in any school bus unless such animals are to be used as part of the school program and only when specifically authorized by the local school authorities.

7. Weapons

   No weapons of any sort, except side arms carried by authorized police officers, shall be transported on a school bus.

ARIZONA REVISED STATUTES (LAWS)

28-900. Regulations relative to school buses

A. The commission by and with the advice of the state board of education shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or institution, or privately owned and operated under contract with any school district or institution, or privately owned and operated under contract with any school district in this state and the regulations shall by reference be made a part of any such contract with a school district. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations.

B. Any officer or employee of any school district who violates any of the regulations or fails to include obligation to comply with the regulations in any contract executed by him on behalf of a school district shall be guilty of misconduct and subject to removal from office or employment. Any person operating a school bus under contract with a school district who fails to comply with any of the regulations shall be guilty of breach of contract and the contract shall be cancelled after notice and hearing by the responsible officers of the school district.

INFORMATION SHEET

RULES FOR SCHOOL BUS SAFETY

Pupils being transported are under the authority of the bus driver and shall:

1. Be on time for the bus both morning and evening.
2. Stand a safe distance from the highway while waiting.
3. Get in line as the bus approaches.
4. Always use the steps and handrail.
5. Never crowd or push.
6. Sit in seats as assigned by the driver.
7. Take seats quietly and quickly, and remain seated while the bus is in motion.
8. Keep hands, arms, heads or objects inside bus.
9. Never throw anything while on the bus.
10. Have written permission from the principal to leave bus other than at home or school.
11. Talk in normal tones; no loud or vulgar language.
12. Keep the bus clean; never place books or other objects in aisle.
13. Refrain from marking, scratching or damaging the bus in any way.
14. Dangerous objects, knives, matches, etc., are prohibited.
15. Be courteous to the driver, to other pupils and to passers-by.
16. Refrain from talking to the driver while bus is in motion.
17. Remain seated until the bus comes to a full stop.
18. Those sitting closest to the door get off first.
19. Move away from the bus as soon as you get off.
20. Go directly home at the end of the day.

Riding the bus is a privilege. Pupils who refuse to obey directions of the bus driver promptly or refuse to obey regulations shall forfeit their right to ride on the buses.

INFORMATION SHEET

REPORT OF MISCONDUCT ON SCHOOL BUS

This is a form the school bus driver fills out when an infraction of the rules takes place on the bus. One copy is sent to the student's parents.

REPORT OF MISCONDUCT ON SCHOOL BUS

Bus #_____Date_____

Name of Student_____

School_____Time: A.M. - P.M.

INFRACTION (Check Infractions)

- ☐ Loud, Unnecessary Talking
- ☐ Vulgar or Profane Language
- ☐ Unauthorized Window Adjustment
- ☐ Out of Seat When Bus in Motion
- ☐ Part of Body Out Window
- ☐ Object Thrown Out Window or Door
- ☐ Marked on Part of Bus
- ☐ Cut Seat
- ☐ Lack of Consideration for Others
- ☐ Eating on Bus
- ☐ Chewing Gum
- ☐ Failed to Follow Instructions of Driver
- ☐ Continually Late to Bus Stop
- ☐ Striking Matches on Bus
- ☐ Failure to Sit in Assigned Seat
- ☐ Littering Bus

Warning Given?_____Yes_____No

REMARKS: Brief Explanation of Infraction_____

_____

_____
Signature of Driver

MOTORCYCLES AND SNOWMOBILES

INFORMATION SHEET

MOTORCYCLES

Motorcycle riders have hazards that car riders do not.

VISIBILITY:

Because they are smaller in relation to other highway vehicles, the motorcycle and riders are not as easily seen by other vehicle drivers.

STABILITY:

Because the motorcycle has only two wheels, it takes considerable skill for the driver to safely control it through steering and balance. Carrying a passenger increases the control problems of a motorcycle driver.

PROTECTION:

Because motorcycle riders lack the protection of a car body in an upset or collision, they must be sure to wear the proper protective clothing.

a. An approved helmet properly protects the head in case of an upset.

b. The goggles or face shield mainly protect the eyes and face from insects and dirt which can fly into the eyes and cause the motorcycle driver to lose control of the motorcycle.

c. Heavy jacket and pants to protect from chill winds and save skin in case of an upset. Loose clothing allows wind and insects to go inside and get caught.

d. Heavy shoes offer protection from flying gravel, dirt and other materials on the road and tend to protect the feet in case of an accident.

e. Brightly colored clothes make rider and motorcycle more easily seen.

MOTORCYCLE PASSENGER RULES:

1. Ride only with a skilled, experienced driver.

2. Wear proper clothing.

3. Sit only on the passenger seat behind the driver. Never ride sidesaddle.

4. Keep your feet on the passenger footrests at all times to maintain balance and protect legs. Avoid contact with the hot muffler.

5. Hold on to the handhold, if there is one, while the motorcycle is in motion. Otherwise, hold on to the driver's waist, hips, or midsection.

6. Always lean in the same direction as the driver. This helps him to balance and control the motorcycle.

7. Stay alert to changing conditions-watch for sudden stops or turns, gusts of wind, cars turning in front of you, etc.

SNOWMOBILES

Snowmobile riders have many of the same problems that motorcycle riders do with STABILITY, lack of VISIBILITY, and lack of PROTECTION. (See above)

The same types of clothing are recommended. In addition, speed and weather conditions make warm, waterproof clothing a must. Insulated clothing is best.

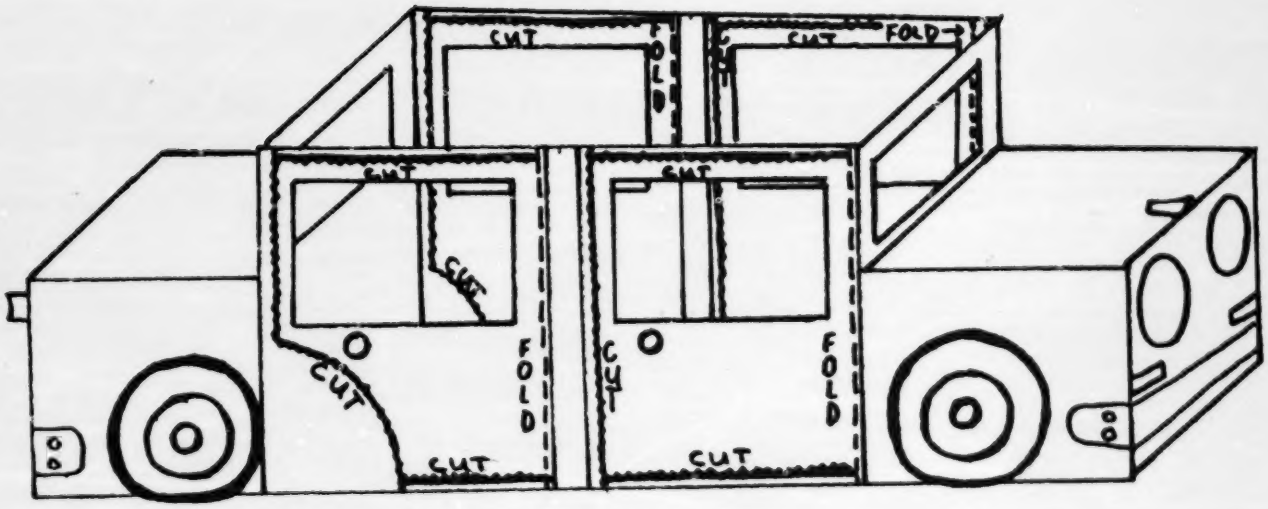
The same passenger rules apply as for motorcycle riders: Ride with an experienced driver, wear proper clothing, sit properly, lean with the driver, etc. Feet should be put on the runners. Never extend feet to the side to balance the snowmobile. Ride only on snowmobile trails. The noise of the snowmobile might prevent the driver from hearing cars, trains, etc. Riding only on snowmobile trails prevents collisions with skiers, fences, trees, etc.

DIRECTIONS FOR MAKING A PASSENGER CAR

Materials Needed:

Cardboard or tagboard
Masking tape
Tempera Paint
Chairs

Build a car. (Using a picture of a real car, make a classroom car large enough for a small group of your students to use.) Gather the materials in advance. The students, with teacher guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the car. Continue by making separate forms for the hood and trunk of the car and tape them to the car in the proper position. Cut and fold back the door areas. Mark and cut out areas for windows. Paint the car, adding details such as headlights, door handles, and other parts. Use the students' school chairs for passenger and driver seats.

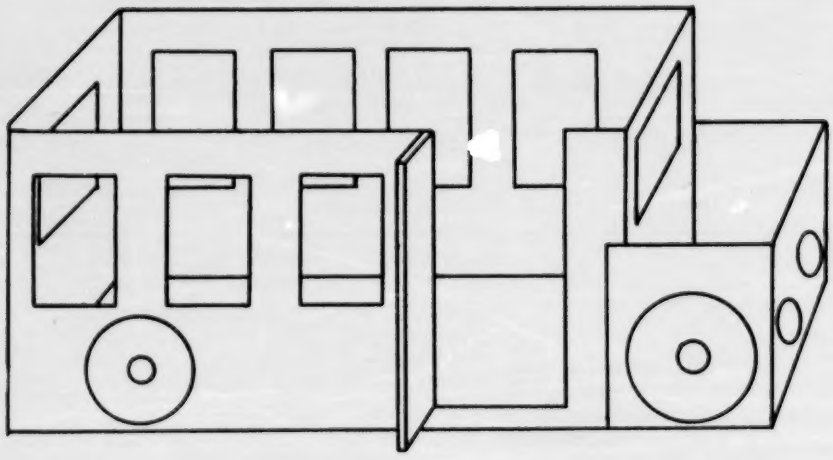


DIRECTIONS FOR MAKING A SCHOOL BUS

MATERIALS NEEDED

Cardboard or Tagboard	Yellow paint
Masking Tape	Black, white, red paint
	Chairs

Build a bus. (Using a picture of a real bus, make a classroom bus large enough for a group of your students to use.) The teacher should gather the materials in advance. The students with teacher's guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the bus. Continue by making a separate form for the nose of the bus and tape it to the bus in the proper position. Cut and fold back the door area in which the students enter the bus. Mark and cut out areas for the windows. Paint the bus yellow and black adding details, such as taillights, headlights, etc., as desired. (Large sheets of colored butcher paper or construction paper may be stapled on instead of using paint.) Optional: Interior parts such as steering wheel, fire extinguisher, gas pedal, handrails may be drawn in. Use the student's school chairs for passenger and driver seats.



ASSESSMENT NAME _____

Answer the following questions by circling the correct response (high or low).

1. A passenger is exiting from a parked car on the street side. The car is parked on a busy street. Is the risk for the passenger (high or low)?

2. Some children who are waiting for a school bus are playing chase. Is the risk for these bus passengers (high or low)?

3. Johnny is riding a motorcycle with his big brother Steve. Johnny is wearing sandals, shorts, and short sleeved shirt and no helmet. Is the risk for Johnny (high or low)?

4. Jenny is going to town with her father. She is riding in the cab of her father's pickup truck. Is the risk (high or low) for Jenny?

5. Sammy and his parents are going camping in their new camper. His mother has locked all of the food and supplies in the drawers and cabinets and made a special place for Sammy to sit in the back of the camper. For Sammy is the risk (high or low)?

6. Andy and Beth, who are traveling with their parents, start fighting in the back seat of the car. For Beth and Andy is the risk (high or low)?

7. Robin is riding behind her father on a snowmobile. She is wearing a snowsuit, boots, goggles, gloves and a helmet. Is the risk (high or low) for Robin?

8. Jarvis is returning from a trip to town with his mother. He entered the car on the curb side, locked the door, fastened his seat, and placed his packages on the floor in the back seat. Is the risk for Jarvis (high or low)?

9. The fifth grade class is riding on a bus to visit the zoo. All of the students are very excited about the trip and they are jumping up and down and screaming in the bus. For these passengers is the risk (high or low)?

10. Kevin's older brother, who does not have a driver's license, wants Kevin to take a ride with him while their parents are not at home. For Kevin is the risk (high or low)?

ASSESSMENT NAME KEY

Answer the following questions by circling the correct response (high or low).

1. A passenger is exiting from a parked car on the street side. The car is parked on a busy street. Is the risk for the passenger (high or low)?

2. Some children who are waiting for a school bus are playing chase. Is the risk for these bus passengers (high or low)?

3. Johnny is riding a motorcycle with his big brother Steve. Johnny is wearing sandals, shorts, and short sleeved shirt and no helmet. Is the risk for Johnny (high or low)?

4. Jenny is going to town with her father. She is riding in the cab of her father's pickup truck. Is the risk (high or low) for Jenny?

5. Sammy and his parents are going camping in their new camper. His mother has locked all of the food and supplies in the drawers and cabinets and made a special place for Sammy to sit in the back of the camper. For Sammy is the risk (high or low)?

6. Andy and Beth, who are traveling with their parents, start fighting in the back seat of the car. For Beth and Andy is the risk (high or low)?

7. Robin is riding behind her father on a snowmobile. She is wearing a snowsuit, boots, goggles, gloves and a helmet. Is the risk (high or low) for Robin?

8. Jarvis is returning from a trip to town with his mother. He entered the car on the curb side, locked the door, fastened his seat, and placed his packages on the floor in the back seat. Is the risk for Jarvis (high or low)?

9. The fifth grade class is riding on a bus to visit the zoo. All of the students are very excited about the trip and they are jumping up and down and screaming in the bus. For these passengers is the risk (high or low)?

10. Kevin's older brother, who does not have a driver's license, wants Kevin to take a ride with him while their parents are not at home. For Kevin is the risk (high or low)?